DOCUMENT RESUME

ED 338 203 IR 015 223

TITLE Preparation of Literacy Materials for Women in Rural Areas: Final Report of a Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (7th, Kathmandu, Nepal, October 17-26, 1989).

INSTITUTION Asian Cultural Centre for UNESCO, Tokyo (Japan).; Ministry of Education and Culture, Kathmandu (Nepal).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

PUB DATE Jul 90

NOTE 137p.; For the final report of the sixth workshop, see ED 320 456. For related documents, see IR 015 225-226.

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Adult Literacy; Cultural Influences; *Developing Nations; Family Life; Foreign Countries; Illiteracy; Instructional Development; *Literacy Education; *Material Development; Program Descriptions; *Reading Materials; *Rural Areas; *Womens Education; Workshops

IDENTIFIERS *Asia Pacific Region

ABSTRACT

The main objective of the seventh regional workshop was to provide training experience to participants from Unesco member states in the development of instructional neo-literate materials and the expansion of participation in literacy activities to the needs of the rural people, particularly women. The final report begins with an account of the proceedings of the workshop, which was attended by 23 participants and observers representing 12 countries. Introductory materials include the proceedings, which present the objectives of the workshop together with its officers and orientation, outline the activities of the participants, and list the recommendations made by the participants for the Asian Cultural Center for Unesco (ACCU), member states, and Unesco. The first of four major sections contains group reports on a field survey which was conducted by the participants to determine the needs of women and girls in three villages, and reports on the preparation and field-testing of materials prepared by the three groups. Interview questions and the instructional materials developed by the groups--two booklets and a poster, two posters and a game, and flip charts, a slide kit, and a poster--are included in the reports with a profile of each participating village and a description of the field test. The second section contains the text of reports from Unesco and ACCU, together with country reports from China, Indonesia, India, Iran, Laos, Malaysia, Papua New Guinea, Pakistan, the Philippines, Thailand, and Viet Nam, and reports from resource people from Unesco, Nepal, and Thailand. The third section contains national follow-activity plans prepared by teams of participants in the workshop. The annex and appendix include general information, a schedule of the workshop, a list of participants, and the addresses given by various officials in the opening session. (DB)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED338203

Preparation of Literacy Materials for Women in Rural Areas

Final Report

Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Kathmandu, Nepal
17-26 October 1989

120/5223

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shigeo Miyamoto

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Asian Cultural Centre for Unesco (ACCU), Tokyo
Ministry of Education and Culture (MOEC), Nepal
Unesco Principal Regional Office for Asia and the Pacific (PROAP)

Preparation of Literacy Materials for Women in Rural Areas

Final Report

Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Kathmandu, Nepal
17-26 October 1989

Asian Cultural Centre for Unesco (ACCU), Tokyo

Ministry of Education and Culture (MOEC), Nepal

Unesco Principal Regional Office for Asia and the Pacific (PROAP)

Acknowledgement

This report is the output of the Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Ministry of Education and Culture (MOEC), Nepal in close collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP), Nepal National Commission for Unesco and Japanese National Commission for Unesco, in Kathmandu, Nepal from 17 to 26 October 1989.

This report consists of Proceedings and three Chapters - I. Field Survey, Preparation and Field-testing of Materials by the Groups, II. Paper Presentation and III. Planning of National Follow-up Activities - and Annex and Appendix.

The Chapter I should prove to be particularly useful in developing different types of materials for neo-literates - 1. booklet, 2. poster, 3. game and 4. audio visual materials.

Special thanks to the active involvement of the participants, sincere and excellent guidances of the able resource persons and the advisor from Unesco PROAP, and heartfelt hospitality and devoted working of the secretariat staff from the Ministry of Education, Nepal, the Workshop brought a great success.

Published by
Asian Cultural Centre for Unesco (ACCU), Tokyo
No.6 Fukuromachi, Shinjuku-ku, Tokyo 162 JAPAN

Printed in Japan by
Taito Printing Co., Ltd.
July 1990

© Asian Cultural Centre for Unesco 1990

CONTENTS

Proceedings 1

Chapter I Field Survey, Preparation and Field Testing of Materials by the Groups 11

Report of Group A (Booklet) 15
Report of Group B (Poster and Game) 24
Report of Group C (Audio-visual) 34

Chapter II Paper Presentation 47

Unesco Report 49
ACCU Report 56
Country Report 59
Resource Person's Paper 95

Chapter III Planning of National Follow-up Activities 111

Annex 119

1. General Information 121
2. Schedule of the Workshop 122
3. List of Participants 124

Appendix 126

1. Opening Address by Hon'ble Kshetra Pratup Adhikary, Assistant Minister for Education and Culture 126
2. Address by Mr. Ramesh J. Thapa, Secretary, Ministry of Education and Culture and Secretary General, Nepal National Commission for Unesco 128
3. Address by Dr. I.P. Upadhyay, Additional Secretary, Ministry of Education and Culture 129
4. Address by Mr. T.M. Sakya, Executive Secretary, APPEAL Task Force, Unesco PROAP 130
5. Address by Mr. Taichi Sasaoka, Executive Director, ACCU 131

PROCEEDINGS

1. Introduction
2. Objectives of the Workshop
3. Opening Session
4. Officers of the Workshop
5. Orientation of the Workshop
6. Paper Presentation and Discussion
7. Explanation of AJP Materials
8. Process of the Group Work
9. National Follow-up Activities
10. Closing of the Workshop
11. Recommendations

Proceedings

1. Introduction

The Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific focussed on literacy materials development for and expansion of participation of women in literacy activities. The Workshop was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Ministry of Education and Culture (MOEC) of His Majesty's Government of Nepal (HMG/N), in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) as well as the Nepal National Commission for Unesco and the Japanese National Commission for Unesco.

The workshop was held in Kathmandu, Nepal from Tuesday, 17 to Thursday, 26 October 1989. A total of 23 participants and observers representing 12 countries were convened for the workshop. (List of participants and observers is given in the Annex).

2. Objectives of the Workshop

The main objective of the workshop was to provide participants from Unesco Member States in the region training experience concerning the development of neo-literate materials and expansion of participation in literacy activities relevant to the needs of the rural people, mainly focusing on women. Specifically, the objectives addressed:

a) The study of needs and problems in rural areas especially of women in the context of national objectives;

b) The development and production of neo-literate materials, especially for women, including design and illustration;

c) The evaluation and adaptation of neo-literate materials with special reference to AJP; and

d) The distribution and utilization of neo-literate materials especially for women.

3. Opening session

The workshop was inaugurated at 9:30 a.m. on Tuesday, 17 October 1989 at the Rato Baithak of Hotel Himalaya located in Pulchok, Kathmandu Valley, Nepal. It was highlighted by the opening address of Honorable Kshetra Pratap Adhikary, Assistant Minister for Education and Culture.

The Assistant Minister of Education congratulated ACCU for making valuable contributions to the promotion of culture and literacy in the region in line with Unesco's thrust. He also highlighted the fact that, while man has developed knowledge, science and technology very rapidly, still one-fifth of the world's population is illiterate, 60 percent of these illiterates are women and three-fourths of the world's illiterate people live in Asia and the Pacific.

In stressing the value of female literacy, the Assistant Minister stated that "if we educate a man, we are educating a person only. If we educate a woman we are educating a family and ultimately the nation." He further stated that in the context of

Field testing

the region, there is need to focus especially on women because of the high rate of illiteracy and low participation in the development process and that for this reason, the workshop's focus on development of literacy materials for and expansion of participation in literacy activities of women in Asia and the Pacific is very appropriate and useful to the needs of the region in general and to Nepal in particular. (Full text of the speech is given in Annex).

The other key officials of Government who addressed the participants and guests during the opening session were Dr. Ishwor Prasad Upadhyay, Additional Secretary, MOEC; Mr. Ramesh Jung Thapa, Acting Secretary, MOEC and Secretary General, Nepal National Commission for Unesco; and Dr. Lekh Nath Balbase, Member, National Planning Commission. Mr. T. Sasaoka, Executive Director of the Asian Cultural Centre for Unesco, Tokyo, Japan and Mr. Thakur Man Sakya, Educational Advisor, Unesco Principal Regional Office for Asia and the Pacific also made brief remarks about the significance of the workshop in relation to the eradication of illiteracy in Asia and the Pacific Region by the year 2000 and the joint efforts of ACCU and Unesco toward this important task of the century.

4. Officers of the Workshop

At the recommendation of Mr. T. Sasaoka, the participants unanimously elected the following officers of the workshop:

Chairperson	: Mrs. Ishwori Bhattarai (Nepal)
Vice-chairpersons	: Mrs. Jeanne Doko Saudale (Indonesia) : Dr. Kla Somtrakool (Thailand) : Mrs. Nishat Farooq (India)
Rapporteur	: Dr. Magdalena E. Dugenia (Philippines)

The resource persons of the workshop were: Dr. Kla Somtrakool (Thailand); Mr. Dil Bahadur Shrestha (Nepal); Mr. Chij K. Shrestha (Nepal); Mrs. Neelam Basnet (Nepal); Mr. Sharad Ranjit (Nepal).

The other officers in the workshop were: Mr. T. M. Sakya from Unesco.

5. Orientation on the workshop

Mr. T. M. Sakya, in giving the workshop orientation, called the attention of the participants and observers to the focus/theme of the workshop, which is to develop neo-literate material for women. He pointed out that the ideas for material development will be generated from three sources, as follows:

a) problems of women as gleaned from the country reports;

b) successful programmes for women shared by participants; and

c) actual study of village needs.

Mr. Sakya emphasized the auspicious time of the workshop in that it is being held at a time when 4 international agencies have collaborated to sponsor a world conference for "Education for All" in 1990. He expressed the hope that the workshop should contribute in a significant way to this global effort; otherwise, it will be a golden opportunity that is lost.

Mr. Tajima, Chief of Book Development Section, ACCU, reiterated the focus of the workshop which is the development and adaptation of literacy materials for women. He encouraged the participants to create innovative and revolutionary materials.

After the orientation, Mr. Sasaoka initiated the creation of a steering committee composed of the following members: general chairperson, 3 vice chairpersons, general rapporteur and 2 resource persons from Nepal, and 4 resource persons from ACCU and Unesco. The steering committee was tasked to guide the workshop to a successful conclusion.

6. Paper Presentations and Discussion

a) Unesco Report

Mr. T. M. Sakya gave a lecture-discussion on Unesco's Asia/Pacific programme of Education for All (APPEAL). He traced the background and rationale for APPEAL by citing the literacy situation in Asia and the Pacific and past efforts of Unesco to universalize primary education.

Some highlights gathered from the presentation were the following:

1) Education is the key; without education no development is sustainable.

2) Primary education alone is not possible; there is a need to strengthen primary level but that is a long process. Providing quality basic education is also a long process.

3) Hence, the tri-programme approach of APPEAL, which includes universalization of primary education, eradication of illiteracy and continuing education.

4) After launching the regional programme, 20 countries have subsequently launched respective programmes through national coordinating committees/mechanism for APPEAL. Recent studies showed that all countries have national policies on APPEAL and that countries which have high literacy rates were found to be active in APPEAL.

5) World Education for All is an indication that "human resource development is a key to development" is a realization that is coming to the international level and in international organizations. (See Chapter II for complete Unesco Report)

b) ACCU Report

Mr. Sasaoka briefed the group on ACCU's activities on literacy, book development and culture and the modes of conducting these activities, as co-production, training and others, such as development and dissemination of guidebook, collection of model materials, awards, etc. He added that ACCU's programme aims at supporting regional and national efforts at materials development for neo-literates. (see Chapter II for complete ACCU report).

c) Country Reports

The following participants rendered their respective country reports:

1. Mr. Sun Bingcheng for China
2. Mrs. Jeanne Doko Saudale for Indonesia
3. Mrs. Nishat Farooq for India
4. Mr. Bafandeh and Mr. Eftekharzadeh for Iran
5. Mrs. Amphone Khamsing Savath for Laos
6. Mrs. Khamsiah Yahya for Malaysia
7. Dr. Otto Nikitel for Papua New Guinea
8. Mr. Ahmed Din Uttra for Pakistan
9. Dr. Magdalena E. Dugenia for Philippines
10. Dr. Kla Somtrakool for Thailand
11. Mrs. Phanthituyetlan for Viet Nam

(All country reports are found Chapter II)

The reports rendered by the participants mentioned these salient points:

1) present women's literacy situation and literacy programme and materials for women;

2) adaptation and utilization of AJP materials; and

3) present literacy activities especially in preparation for the celebration of International Literacy Year in 1990.

In addition, some participants also shared information on their countries' policy on literacy and girls' education, non-formal education/adult education activities on literacy promotion, problems and constraints met, and future plans for eradication of illiteracy and promotion of girls' education and the process of adaptation of AJP materials into vernacular.

Analysis and Synthesis of Country Experiences

Country reports indicated that indeed, illiteracy rates are higher for women, aged 10 years and over, than for men. Data from five countries shown below illustrate this fact:

Country	Year	Rate of Illiteracy(%)		
		Male	Female	Total
India	1981	53.1	75.2	63.8
Malaysia	1988	20.0	36.0	28.0
Nepal	1988	46.0	82.0	64.0
Philippines	1980	8.5	8.8	17.7
Thailand	1980	6.9	13.9	10.7

The data also indicated that the literacy rate is lower among rural women than their urban counterparts. In Pakistan, for example, the 1981 census report showed that the female literacy rate in 4 provinces in urban areas ranged from 18.54% to 42.23%, while that in rural areas, ranged from 6.18% to 20 01%.

In absolute figures, the vast numbers of illiterate women in the present decade run from hundreds of thousands to millions of the female population, e.g. 158,256 (Malaysia), 755,810 (Laos), 923,648 (Nepal), 2.34 million (Thailand), 2.9 (Philippines) and 11 million (Indonesia). Papua New Guinea recorded about 2 million illiterates in 1982 out of a total population of more than 3 million. About a third of the illiterate population are women. China's literacy

Field survey

situation is an exceptional case with respect to volume. To wit, between November 1988 and August 1989, the State eradicated 2.5 million illiterates. However, in spite of this achievement there are still 220 million illiterates, including 160 million illiterate women.

Perhaps, as a consequence of or along with illiteracy and low education, women in the region are faced with common problems. Those identified were the following:

1) Poverty

2) Poor health, malnutrition and poor sanitation

3) Low self-image, low self-respect and low social status

4) Lack of equal rights between men and women and lack of information on legal rights

5) Lack of knowledge and skills to get modern jobs

6) Low wages and income

7) Dependency on father, husband, etc. for support and protection

8) Social and cultural restrictions imposed upon girls and women

9) Over-burdened with home and field chores

10) Lack of knowledge and opportunity for family planning

11) Unequal burden placed to look after the babies and chilren

12) Lack of access to information and communication to improve one's life

13) Lack of opportunity to learn more in and outside schools

14) Exploitation of different forms

The reasons for the above situation are many and these are interrelated in the gamut of factors such as cultural values and beliefs, traditions, religion, economic and political factors. It is interesting to note that in recent years, all countries have recognized the situation of women in the light of a new perspective, that is, their human resource potential for community development and the need to eradicate female illiteracy to this end.

Consequently, countries have deliberately taken concrete steps to extend educational opportunities to women through girls' education and expansion of literacy activities to women. These efforts are supported by state policies on basic education and literacy promotion. Non-government organization participation in literacy promotion is very active in some countries.

On materials development some countries have developed literacy materials or are in the process of developing materials addressed specifically to women. Others utilize those developed for their existing literacy programme in women's literacy classes. Illustrative of the materials especially for women is the literacy and technical textbook compiled by Hunan and Shadung provinces in China. India has produced a lot of post-literacy materials for women as a measure to ensure that the gains in literacy education become permanent. These materials cover a wide range of themes such as

In the village

mother and child care, income-generating skills, legal literacy, socio-cultural problems, and modern technology. Indonesia uses Kejar Package A Programme along with supplementary materials for women's literacy classes.

A few countries reported some problems and constraints encountered in literacy promotion and literacy materials production as follows:

1) Materials dissemination does not reach rural communities.

2) Some materials programmes are irrelevant to needs and living condition of learners.

3) Ineffective follow-up and evaluation of programmes.

4) Inadequate supplementary and follow-up materials.

5) Lack of or limited trained personnel for materials development.

6) Need to train trainers for literacy work.

Almost all countries have adopted national versions of AJP materials ranging from 5 to as many as 13 between 1985 to 1988. These are used in classes for neo-literates and in Home Economics classes in one country. All countries have made changes in these materials to suit to local needs and situation.

Most countries have firmed up their plans for the celebration of International Literacy Year in 1990. The plans cover activities on developing materials for effective teaching of literacy; enhancing/expanding literacy promotion for women; strengthening girls' education; competition/contests on materials and programme on literacy; special programmes to inaugurate ILY; national conferences, seminars and workshops, special attention focusing on women's literacy; radio/TV spots; organizing inter-agency cooperation for programme dissemination; specific programmes of education for other special groups - rural people, minority groups and ethnic groups, and similar activities.

d) Resource Persons' Papers

The resource persons from Unesco, Nepal and Thailand presented their papers. The topics of their papers are presented below.

1. Development of Literacy Curriculum and Instructional Materials in Nepal by Mr. Chij K. Shrestha

2. Women's Educational Programme Focusing on Literacy Education by Mrs. Neelam Basnet

3. Role of Visual Component in Neo-literacy by Mr. Sarad Ranjit

4. Adaptation/Dissemination of AJP Materials and Linkage with ATLP and Local Materials by Mr. Dil Bahadur Shrestha

5. Procedures of Materials Development by Dr. Kla Somtrakool

6. APPEAL Training Materials for Literacy Personnel (ATLP) by Mr. T. M. Sakya

(The resource persons' papers are found in Chapter II)

7. Explanation of Format and Design of Neo-literates Materials by ACCU

Mr. Tajima pointed out that ACCU has developed 35 prototype materials for neo-literates covering various themes/contents. They come in these formats:

a) Poster- designed for campaign, for instructional/informational proposes.

b) Game- can easily integrate cultural aspects; it needs concentration of learners playing it.

c) Audio-visual- is best suited for oral tradition (hearing) and has the advantage of integrating approaches and format, e.g. cassette.

d) Booklet- can use story to explain facts and easily lends itself to variations.

8. Process of Group Work:

a) Group Formation

Three goups were organized and each group was assigned specific material format to adapt/develop.

Group A (booklet)

Chairperson Dr. Kla Somtrakool (Thailand)
Rapporteur Mr. Indu Nepal Shrestha (Nepal)

Group B (poster & game)

Chairperson Mrs. Doko Saudale (Indonesia)
Rapporteur Mr. Ahmed Din Uttra (Pakistan)

Group C (audio visual)

Chairperson Mrs. Nishat Farooq (India)
Rapporteur Ms. Khamsiah Yahya (Malaysia)

All the members are listed in the group report.

b) Field Study and Needs Assessment

The three groups were assigned respective villages to visit where they were to conduct a needs assessment of women and girls. The villages selected for the field study were:

Group A: Thimi
Group B: Champa Devi
Group C: Panauti

Before the field visit, Mr. Tajima briefed the participants on the NP (New Participation) method of identifying needs/problems in the community. NP is a quick method of getting to know the real needs of people. The method utilizes both observation (by field workers) and interview of clientele to generate data on needs and problems. (The processes involved in the application of NP method are described in Chapter II).

The groups used the list of common problems faced by women culled from the country reports as a basis for formulating guide questions for the needs assessment. With these questions in mind, participants surveyed the needs/problems of the three villages through group discussions among women and girls, interviews and observation of the village and home conditions.

c) Analysis and Identification of Problems and Needs of the Villages

After returning from the villages, the participants organized the data on the needs and problems gathered from the study of the three villages. Using the NP method previously mentioned, participants went through these procedures:

1) They discussed and shared experience during the field study.

2) Following the discussion, each participant wrote 10-15 statements of problems/needs they had observed in the village or had gathered from discussion/interviews with the women and girls, youth and women leaders and village officials. They did this on small pieces of paper.

3) Then, they read out the statements of problem/needs to the members and grouped these into initial categories.

4) They examianed the initial data map and further regrouped the problems into fewer categories by combining similar categories.

5) Afterwards, the participants integrated the numerous problem statements under each category into 1 or 2 statements, and finally,

6) They prioritized the problems according to the original problem listing by actual count.

The outcome of the exercise was a priority list of problems of the three villages.

d) Group Work on the Preparation of Prototype Materials for Women Literacy

The activities undertaken by the 3 groups in the preparation of the prototype materials were the following:

1) Preparation of the field survey instruments and guidelines and procedures for conducting the survey;

2) Identification of needs and problems of women and girls and of their village through observation and discussion/interviews with the women and girls, youth and women leaders of the village and village officials;

3) Analysis of data gathered in the field study;

4) Prioritizing needs and problems identified;

5) Selecting themes to address priority needs and problems;

6) Writing drafts of the materials/script using the format assigned to the group;

7) Translating the draft material into the local language;

8) Field testing the draft materials in the villages where the survey was conducted; and

9) Revision of the material based on the feedback from field tesing.

The above mentioned activities undertaken by each group are described in Chapter V.

e) Prototype Materials Prepared by the Groups

The following materials were prepared:

Group A: Booklet

1) A clean kitchen helps keep the family healthy (Booklet cum poster)

2) Equality for a healthy and happy family

Group B: Poster and Game

1) To raise family incomes keep livestock (poster)

2) Active participation by women for the development of the village (poster)

3) Better family life for women (card game)

Group C: Audio Visual

1) Let us join together for a better life (STP), with a follow-up material (poster)

2) More income, happy life (flip chart with taped narration)

A complete write-up of this activity is included in Chapter V.

Field survey

f) Adaptation and Field Testing of AJP Materials

The three groups were each assigned to adapt and field test AJP materials prepared in previous workshops. The group assignments were:

Group A: 1) The Benefit of Literacy for Women (Booklet)

Group B: 2) Literacy for Better Life (Poster)

3) Women's Literacy for Community Development (Game)

Group C: 4) Save the Village with Literacy Skills (Puppet Show)

The groups revised the materials and adapted these to suit the Nepalese targets in the villages on whom the materials were to be field-tested. The texts of the materials were also translated to the local language. The adapted materials were field-tested along with the new neo-literate materials in the same villages where the field study was conducted. A complete write-up of these activities is included in Chapter V.

9. National Follow-up Activities

The participants were briefed by ACCU on the scheme of assistance it can give to national follow-up activities of the Sixth Regional Workshop. The projects to which financial assistance may be provided are those that pertain to the (1) organization of national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literate" are used as part of working documents; and (2) mass production for local use of the AJP materials so far developed either with translation/modification or as they are. Each country will submit its plan to ACCU which will select the recipients in consultation with UNESCO PROAP.

The participating countries prepare and submit their respective plans for national follow-up activities.

10. Closing of the Workshop

The closing ceremony started from 10:30 on 25 October 1989 attended by all the participants, observers and some guests. Ahead of the session, the draft final report of the Workshop was adopted by all the participants. Dr. Ishwor Prasad Upadayay, Additional Secretary Ministry of Education and Culture, Mr. Thankur Man Sakya, Educational Advisor of Unesco PROAP, Mr. Taichi Sasaoka, Executive Director of ACCU and Mr. Dil Bahadur Shrestha delivered their speeches. Then the workshop was closed officially.

11. Recommendations

The Seventh Regional Workshop on the Preparation of Literacy Folow-up Materials in Asia and the Pacific made the following recommendations:

For ACCU

1) ACCU should organize regional workshops focussed on the development of audio-visual materials, both hardware and software.

2) Future regional workshops also should integrate writing and numeracy skills with awareness building and income generating activities.

3) Impact study of AJP materials should be conducted from which guidelines for national studies can be developed.

4) A regional network should be established of the national organizations responsible for materials development and ACCU should serve as a coordinating agency of the network.

5) Future regional workshops should focus on other relevant and more pressing themes, such as environment, nutrition and health, etc., and focus on women and girls should continue.

6) A catalogue of the AJP materials and their adaptations in the countries; the catalogue should be updated and disseminated to the Member States periodically.

7) The Guidebook for the Development and Production of Materials for Neo-literates should be revised to make it more illustrative, clearer and simpler.

8) A regional workshop specifically for the Pacific countries should be organized.

9) In view of the heavy work schedule, the duration of future regional workshops should be extended.

10) AJP materials should be linked with other materials produced by ACCU, such as children's books and cultural materials.

11) Prize-winning materials of ACCU Literacy Prize should be disseminated to Member states.

12) Future regional workshops should include experts on health, agriculture, economics, communication, etc. from the host country.

13) ACCU should become a regional resource centre for audio-visual materials for neo-literates.

14) Future regional workshops should be organized in rural areas and should include NGO participation as far as possible.

15) ACCU should continue to develop AJP materials, to give financial assistance and expert services for production of national versions and training, and to dispatch mobile teams to national workshops in Member States.

For Member States

1) Member States should immediately identify participants and resource persons to participate in regional workshops after receiving invitations from ACCU.

2) A national network should be set up in the agency responsible for materials development and link with the regional network.

3) A comprehensive study of neo-literate needs should be conducted and matched with AJP materials; ACCU should provide technical assistance for such study.

4) AJP materials should be linked to the literacy curriculum of the countries.

5) National versions of AJP materials should be produced and widely disseminated within the country.

6) Member states should organize national, provincial and district level workshops for the development of literacy materials.

For UNESCO

1) The ATLP package should be sent to all State and provincial level non-formal education offices of the member countries and should conduct training of trainers and assist member countries in national training, which includes NGO's.

2) UNESCO should coordinate with other UN organizations and international NGO's for the development of the literacy programme.

3) UNESCO should organize a conference of policy level personnel on women's and girls' education

4) UNESCO should increase its assistance to enable Member States to set up research units for women's education and to develop capability for literacy evaluation.

5) UNESCO should continue and expand technical and financial support to ACCU literacy programme.

6) ACCU and UNESCO should collaborate in the development of basic literacy materials and in the training of personnel in this field.

7) UNESCO should organize study visits for personnel working in the development of materials and training for literacy.

CHAPTER I

Group Report on Field Survey, Preparation and Field-Testing of Materials

1. Introduction
2. Report of Group A
3. Report of Group B
4. Report of Group C

Introduction

The participants in the Workshop formed three groups according the categories of the materials for neo-literates, and developed materials following the steps shown below.

a. Steps of developing materials in the Workshop (Group work)

I. Field survey

1. Preparation for community survey
2. Community survey at the village
3. Analysis of community survey

II. Development of materials

4. Selection of theme and topics of materials to be prepared
5. a. Preparation and production of materials
   b. Adaptation and translation of AJP materials to be tested

III. Field testing

6. Preparation for field-testing
7. Field-testing of materials prepared by the group and AJP materials adapted
8. Analysis of field-testing

IV. Revision of the materials

b. Materials developed by the groups

Category	Title of material developed
1. Group A (Booklet)	1. A Clean Kitchen Helps Keep the Family Healthy (booklet) 2. Equality for Happy and Healthy Family (poster-cum-booklet)
2. Group B (Poster & game)	1. To Raise Family Income, Keep Livestock (poster) 2. Active Participation by Women for the Development of the Village (poster) 3. Better Family Life for Women (card game)
3. Group C (Audio-visual)	1. More Money, Happy Life (flip charts) 2. Let's Join Together for Better Life (slide kit, poster)

In the village

Groups Formation

	Group A (Booklet)	Group B (Poster and game)	Group C (Audio-visual material)
1. Village selected	Bal Kumari	Champa Devi	Panauti Panchayat, Kavre
2. Chairperson	Dr. Kla Somtrakool (Thailand)	Ms. Doko Saudale (Indonesia)	Ms. Nishat Farooq (India)
3. Rapporteur	Mr. Indu Nepal Shrestha (Nepal)	Mr. Ahmed Din Uttra (Pakistan)	Ms. Khamsiyah Yahya (Malaysia)
4. Members	Mr. Vongvicht Vattana (Laos) Ms. Amphone Khamsingswath (Laos) Dr. Magdalena E. Dugenia (Philippines) Ms. Neelam Basnet (Nepal) Mr. Chij Kumar Shrestha (Nepal) Mr. Shigeru Aoyagi (ACCU)	Mr. Sun Bingcheng (China) Mr. Hengzhen Hsu (China) Mr. Bafandeh (Iran) Mr. Eftekhar Zadeh (Iran) Mr. R. Upadhyay (Nepal) Ms. Ishwori Bhattarai (Nepal) Mr. Rudra Prasad Neopane (Nepal) Mr. Taichi Sasaoka (ACCU)	Ms. Phanthituyetlan (Vietnam) Dr. Otto Nikitel (Papua New Guinea) Ms. Usha Satyal (Nepal) Mr. Dil Bahadur Shrestha (Nepal) Ms. Bimala Manandhar (Nepal) Mr. T.M. Sakya (UNESCO) Mr. Shinji Tajima (ACCU) Ms. Mieko Tase (ACCU)
5. Illustrator	Mr. Shayam Lal Shrestha (Nepal)	Mr. Tek Bir Mukhiya (Nepal)	Mr. Sharad Ranjit (Nepal)
6. Secretariat	Mr. Vijay Prasad Gautam (Nepal)	Mr. Yogesh K. Shrestha (Nepal)	Dr. Uttam K. Karmacharya (Nepal)

000 17

Report of Group A (Booklet)

Village Profile

Bal Kumari Village Panchayat, Thimi, is in Bhaktapur district. This Panchayat lies west of Bhaktapur, a historical city east of Kathmandu, capital of Nepal. It is 10 kilometres from Kathmandu City.

This village is one of the typical Newar villages of Nepal.

Population:

The total population of this panchayat is 8,865.

Occupation:

The main occupation of the people in this panchayat is agriculture. Some of them supplement their income by taking pottery as a secondary profession. Some of them are also engaged in businesses such as store-keeping.

Educational:

There are five schools in this village. The total number of students is 2,674.

Non-formal Education Programme in the village:

Centre for Educational Research and Innovation for Development (CERID), a research wing of Tribhuvan University has been conducting non-formal literacy classes for neo-literates and a sewing programme as skill training.

With the help of the zonal women's organization, the local women's organization is conducting out-of-school children's literacy classes and literacy classes for women. After finishing non-formal adult education classes, the women learners go to a cottage industry workshop where they weave shawls and other materials. They learn the skill of weaving for two months and then start earning a daily wage.

Sudhar Club: This local club is conducting literacy classes with the help of CERID and MOEC.

There are two public libraries in this village.

Transportation:

There is a good public transportation system to and from Kathmandu. Buses and trolley buses run regularly.

Health:

There is no health centre in this village.

Religion:

Most of the villagers are Hindus.

I. Field Survey

Group A was assigned to revise and improve an AJP booklet and also to prepare new booklets for neo-literates with special reference to women.

Before visiting the village the following areas of observation were assigned to group members such as:

- Status of women and education
- Income generation activities
- Nutrition
- Health
- Sanitation
- Community development
- Family planning

The group decided to gather information from the village using the following methods:

- Observation
- Interview - both individual and in group (Focus Group)
- Household visit

Field survey

We went to Thimi on 19 October. When we arrived in the village, we were cordially welcomed by the villagers.

Two groups of women were waiting for us. One of them consisted of 22 young unmarried girls (aged 15-20) who had recently completed basic literacy classes and had joined the CERID's "Post Literacy and Skill Training Programme". This group was divided into 4 smaller groups for our purpose of needs assessment. An informal needs assessment of the participants of the women's organization's project was also conducted.

Analysis of field data

After the field visit, the collected data were analysed using NP method. Each member of the group was asked to list 10 to 15 major problems of the village on separate slips. The slips were then collected, categorized and recorded according to the priority as given below:

- Environmental sanitation is extremely poor.
- Women/girls are discriminated against in education and decision-making at home.
- There is inadequate opportunity for continuing education beyond basic literacy for women learners.
- Women lack knowledge about nutrition and child care.
- Women need to learn more new skills in technology to earn more income.
- Drinking water is unsafe.
- Women are over-burdened with housework and chores.

-Women lack knowledge about family planning.

II. Development of Materials

Selection of theme and topic

After identifying various problems using NP method, the group members discussed them and decision was made to prepare new materials on two main themes. They are:

a) Environmental sanitation in the context of women.

b) Discrimination against women and girls in education and decision-making at home.

Development of Materials

Then we divided ourselves into two sub-groups to develop new materials on the above two themes. Sub-group A chose to develop a booklet, "A clean kitchen helps keep the family healthy", and sub-group A2 decided to develop a poster-cum-booklet on "Equality for happy and healthy family". Besides that the group was assigned to revise and improve the AJP draft material "What is the benefit of literacy for women?"

(The materials developed and improved are shown in the annex.)

Before field testing the group discussed and decided to make the following improvements on the AJP draft materials:

a) Title changed to "Why literacy for women?"

b) Drawings were changed to make them more appropriate to Nepal context.

c) Sequence of the presentation of the content was changed to make it more logical.

d) Some illustrations were crowded, busy we put each one of them into separate boxes.

e) Some texts were changed to

1) make them personal, using first-person statements

2) make them easier and clearer by deleting some unnecessary text and simplyfing the levels of language, so that the learners could easily understand.

When all the booklets were prepared, texts were translated into Nepali language for the purpose of pretesting.

III. Field testing

Preparation for field testing:

Before going to the field, the group prepared guidelines for the field visit and questionnaire for the booklets.

Field test schedule:

Time: 9:30-16:00
Date: 24 Oct. 1989

Target audiences:

Neo-lilterates
a. girls aged 15-20
b. women aged 20 over

A questionnaire for interviewing the learners was developed.

Procedure:

1) Group members are divided into 3 sub-groups. Two sub-groups for girls and one group for women.

2) The facilitaters introduce themselves and explain the purpose of the field test.

3) The facilitator introduces all the members of the sub-group and presents the materials in the following order:

a)	AJP booklet:	"Why literacy for women"
b)	Poster/booklet:	"Equality for happy and healthy family"
c)	Booklet:	"A clean kitchen helps keep the family healthy"

While the facilitator is introducing the materials, she/he follows the guidelines for each material.

4) The facilitator interviews 4-5 learners on each material using the questionnaire forms.

5) The facilitator proceeds to the next material after step 4 and follows the same steps given above.

6) The facilitators bring the sub-groups back together in one group and evaluates the day's learning experience by asking the following questions.

a) What did you learn today?
b) What two things do you think you will do differently after learning today?
c) What other things do you want to learn more?

Field test - result and recommendation

This is the feedback from the field test which was carried out according to the procedure mentioned above on 24 October.

1) Poster-cum-booklet, "Equality for a Happy & Healthy Family"

Following points were suggested for further improvement:

a) Sentences are too long
b) Too much test in some pages
c) The level of language (vocabulary, structure) is not appropriate for neo-literates at the beginning stage.
d) Faces of characters are not consistent; difficulty in recognizing the same character on the next page.
e) Sequencee is difficult to follow.

Ovservations:

a) Theme is very relevant to the participant's current situation.

b) The story was found interesting; learners could identify with their own situation.

c) Context was very clearly understood. Moreover, some learners wanted to learn more about the topics.

d) Most obserevers in the class agreed with the message depicted in the booklet and commented that it was a necessary topic.

e) Format was very much appreciated. Combination of a poster and a booklet was found to be very effective in terms of 2) economical and good use of space, b) cost effectiveness for production, c) convenience in presentation and providing good stimulus for discussion and background information on the context of the booklet.

2) Booklet "A clean kitchen helps keep the family healthy"

a) Theme/content was very relevant.

b) It was found to be very motivating. Participants understood and accepted the main message and agreed to do something about it right away (plan of action)

c) Writing activity was found very exciting by the learners.

d) Male participants showed interest in the content and suggested some solutions to improve their kitchen situation.

e) Way of presentation of the theme was found logical and effective.

f) Level of language, length of sentences, and size of letters were appropriate.

g) Following points were suggested for further improvement.

- Some pictures are not clear.
- Some are very small.
- Not focussed on the main idea.
- Information on "smokeless chhulho" is not adequate (could be a material for a separate booklet).
- Format: learners preferred standing format.

3) AJP Material "Why literacy for women?"

a) Text, content and theme were all found very relevant.

b) Presentation of message liked, appreciated e.g. length of texts, relation between illustration and text.

c) Illustrations are clear and well-sequenced.

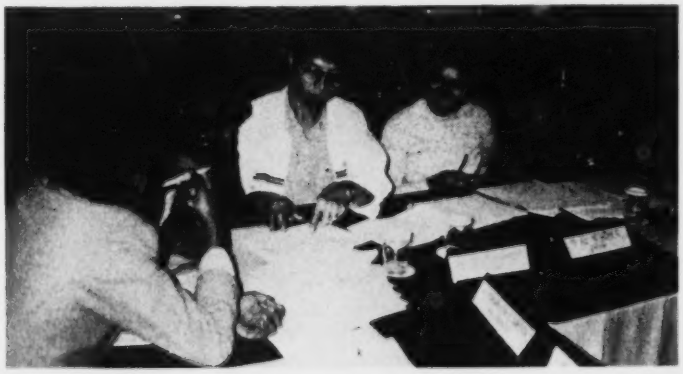
d) Message very motivating.

4) Following points were suggested for further improvements

a) Some vocabulary items were found difficult to understand (Advanced level, educated vocabualary)

b) Some pictures (page 3) were not easily understood.

c) Exercises on writing and numeracy are not included in the booklet.



Group work

Questionnaire for interview

Questions	Yes	No	don't know not sure	Remarks
Is the theme a) relevant to your sistuation b) appropriate at the present time c) clear to you? d) Do you want to learn about it more? or Is it motivating you to study more?				
2) Are the contents: a) relevant to your situation b) acceptable to your situation? c) culturally appropriate? d) accurate/correct? e) appropriate to your need? f) useful to your life?				

Questions	Yes	No	don't know not sure	Remarks
3) Are the illustrations: a) congruent with the information? b) clear to you? c) attractive? d) acceptable to you?				
4) Did the texts: a) use simple enough vocabulary? b) have enough information on need to the theme? c) use easy sentences? d) use suitable size?				
5) Are the writing exercises provided a) difficult? b) useful? 6) Are the following physical aspects suitable or not? a) Size b) Number of pages c) Facility of handing cover				

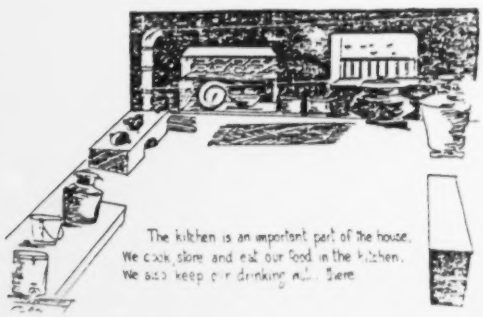
1. A Clean Kitchen Helps Keep the Family Healthy (booklet)

A Clean Kitchen Helps Keep the Family Healthy

1

The family needs good food, clean water and clean surroundings to keep healthy. Women play an important role in family health.

2



The kitchen is an important part of the house. We cook, store and eat our food in the kitchen. We also keep our drinking wat... there.

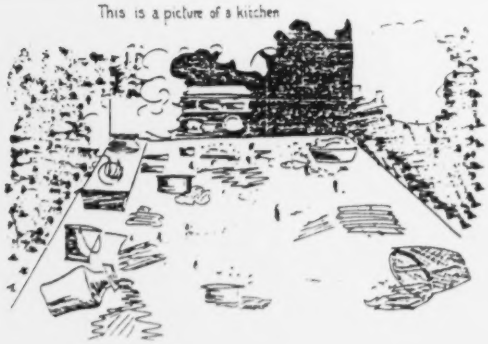
3

WRITING ACTIVITY: Complete these sentences by writing the missing words.

1. The family needs good.....clean..... ,and clean ..... to keep.....
2. .....play an important .....in family
3. The ..... is an important part of the .....
4. We ....., store and eat our.....in the.....
5. We also keeps our .....there.

4

This is a picture of a kitchen



5

A dirty kitchen carries germs.

Unclean food and water transmit desease

A dirty kitchen breeds insects and rats

Smokey kitchen causes discomfort and sickness

Why I dont WANT dirty kitchen for my family ?

6

The kitchen floor is dirty. How can I keep it clean ?

7

Repair cracks on floor

Use mat

Sweep the floor when dirty

8

The kitchen has no window. It is dark and smokey. What to do ?

9

Make air vent

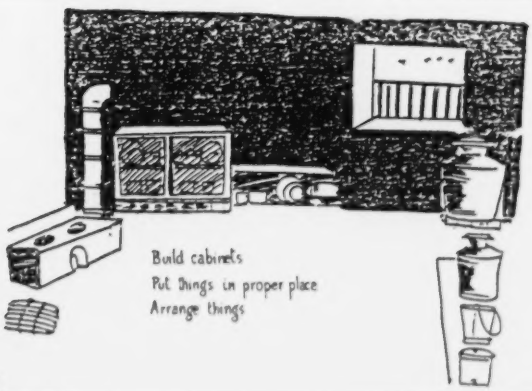
Build a window

Replace some roof tiles with plastic or transparent materials

10

Kitchen is disorderly. How can I improve it ?

11

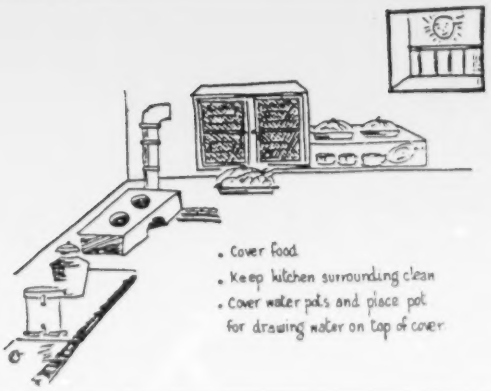


Build cabinets
Put things in proper place
Arrange things

12

Foods are [illegible] to flies and other insects. How can I prevent this ?

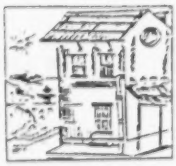
13



14

15

Don't throw used water out of the window



Install a kitchen sink with drainage pipe

16

clean floor

cover food

window in kitchen

drainage

Exercise : Write one sentence about each picture.
Keep kitchen surrounding clean

17

18

Theme:	A clean kitchen helps keep the family healthy
Target:	Neo-literates (level II)
Purpose:	To promote sanitary practice in the kitchen
Format:	Booklet

How to use the booklet:

1) Facilitator leads participants in discussing problems shown in the picture relating to their own situation, and practical ways to solve them.

2) Facilitator gives time for practice reading and writing skills.

3) Facilitator organizes participants in small groups to decide on action to take to improve their kitchens.

4) The group may need resource persons (e.g. health personnel people in the village) for further information.

5) Facilitator encourages particpants to share their new knowledge with their neighbours.

2. Equality for Happy and Healthy Family (poster-cum-booklet)

EQUALITY FOR HAPPY & HEALTHY FAMILY
?
!
Oh! I am tired of this hardwork everyday!
Mother, I also want to go to School.
I am very glad that I have begun to work in the local cottage industry. Now I can contribute some for the family.
Save some money for yourself too, my dear.
eh sister, get me a cup of tea, will you?
I am already late for my school. Where is my food?
Mum, we are going to School.
I wish I could learn to read and write and some skills so that I could be free from such hardwork!
Tonight I must win in the card game!
I think the rice yield will be very good. Thank you for helping, Dear Son.
Father, I think we should buy a buffalo, this year.

Title:	"Equality for happy and healthy family"
Theme:	Women/girls are discriminated against in education and decision-making process
Target:	Middle level neo-literates
Objective:	
1)	To make learners aware that there is discrimination in education and decision-making between men and women.
2)	To prepare a concrete plan of action to fight against such discrimination.
Format:	Booklet-cum-poster
Style of presentation:	Narrative (story)

EQUALITY FOR HAPPY & HEALTHY FAMILY

Ram and Shanu had 3 sons and 2 daughter.

The eldest son Ram was 15 years old. He went for some playing and roaming around.

The first daughter Phul Mala was 12 years old. She was illiterate.

The younger son Shyam was 13 years old. He went to a local school.

The youngest daughter Sub Mala was 10 years old. She was a school drop-out.

2

One day Phul Mala fell ill.

Her mother and Sub Mala told Ram, the father, that she should be taken to a health center. But Ram said, "There is no need for it. She will be OK in 4 days or two."

Phul Mala's condition grew worst and worse and family sad. Mother and Sub Mala were sorry.

Now Sub Mala has to do all the work at her home. She thinks, 'My sister wouldn't have died if everybody in the family had shared the work and had given her time to rest.'

Ram and Shanu still do not work.

3

One day Sub Mala, on the well, told her friends her wonderful wishes.

"My sister died because she had to work so much. Our family had enough to eat and got no medical treatment when she

I had to drop out of primary school when I was in 2nd grade because I have to work all day and late at night."

Her friends told her that she should join them and come to the literacy class. We will come with you to talk to your parents.

4

Sub Mala and her friends go to Kishore Mala.

Her friends tell her what are some of the advantages of literacy. One of them tells Sub Mala she was able to save the life of her little brother when he had a severe case of diarrhoea by preparing an ORS. She had learnt this in the class.

Another one informs her that she has begun to earn money using the skills of sewing and weaving which she learnt in her class.

Sub Mala tells her that the reason of her mother's death is because of her very hard work. She didn't get food and she didn't get any treatment. But Mala started crying in sewing. "There is no doubt that I'll also have the same fate."

Kishore is convinced. She says will try to convince her husband also.

5

They all go to the father.

Sub & friends request the benefits they have received from going to a literacy class.

Kishore Mala strongly proposed that they should not but also her friends to the literacy class.

6

Ram Bikram also with them.

Dhana says, "We must send Sub to the class. If second, I will do more of the work."

Two supports him and says, " I will do the same."

Then finally says Sub can go to the class from tomorrow.

7

Sub Mala very happily goes to the literacy class with her friends.

All members of the family are working sharing the responsibilities happily.

Report of Group B (Poster and Game)

Village Profile

Location & population:

Champa Devi Village Panchayat is located in the South-western part of Kathmandu Valley. Its area covers about 3,000 sq. metres, the population is about 6,500, and the total number households is 900.

Of geography:

The terrain of the Panchayat covers a range of altitude, from the lower more fertile agricultural lands of the Kathmandu valley floor (about 1,500 metres above sea level) up to the high ridge line of the southern hills (approx. 2,200 metres). Upper slopes are covered with scrub merging into forest at higher altitudes.

Ethnic composition:

Human settlement is densest at lower altitudes, with fewer houses more widely scattered in the upper regions. The predominant caste/ethnic groups living in the area are Chhetri (Indo-Aryan), Brahmins and Newar. Some occupational caste families - Sarki (leather workers), Kami (blacksmiths) and Damai (tailors), and some Tibeto-Burman groups, notably Tamang/Lama, also reside in the area.

Religion:

Mostly Hinduism, with some Buddhism practised by some Newar, Tamang and Lama.

Agriculture:

Rice and wheat are the main cereal crops cultivated. At higher altitude, corn is the main product. A little millet and buckwheat are also grown. Besides beans and mustard oil, potatoes are also grown. There is no proper irrigation system.

Water supply:

There is no major surface water. Though rain water fills some streams seasonally, these are often dry during the cooler winter months. There is a small Government water supply project which supplies pumped water to a number of tap stands at lower altitude but, overall, water supply for domestic and agricultural use is inadequate.

Communication:

There is a small post office but no telephone or telegraph service. Recently, the 2 or 3 richest people in the village have been able to get TV sets.

Supply & retail services:

A semi - governmental co-operative retail shop exists and there is available a limited stock of items from Kathmandu (e.g. seeds, fertilizer, staple cereals) for selling at subsidised rates.

Power supply:

Electricity lines connect the lower wards but do not extend to higher areas.

Education:

One school, Bagh Bhairab Public School, is attended by about 900 students from primary level through high school. Some children also attend private primary school at the lower panchayat. Several adult females have received literacy courses through HMG section & PLAN's help. The overall literacy rate is 50% but the rate for females is very low, only about 13%.

Rural development activity:

Plan international has been involved in rural development activities since 1986 specially in the field of education, health and income generation programme for women, by providing necessary help to get loans.

Neo-literacy materials and target group:

More than 35 participants are participating in an Adult Literacy Centre age group ranging from 16-30 years. An experiment of neo-literacy materials need assessment was held in the neo-literacy centre of this village.

Economic condition:

Almost 50 per cent of the people are below the poverty line and 10 per cent enjoy above average living standards.

I. Field Survey

1) Under the able and close supervision of ACCU Executive Director Mr. Sasaoka, the group visited the Champa Devi Village Panchayat, Kirtipur, on 14th Oct., 1989. The village is located at a distance of about 12 Km. from Kathmandu, and consists of four communities, namely Khsetry, Tamang, Brahman and Newar. The population is about seven thousand people who are completely dependent on agriculture.

2) At present the population enjoys various facilities such as: one Ram Primary School, one High School, one Non-formal Education Centre for Adults, one Post Office, one Water Supply Office and one Village Cooperative.

3) Besides this, the government efforts, the Plan International, is looking after the community

by providing funds and expertise in launching cooperative development activities in the village including education, health and income generation. The group was welcomed by the programme manager of the Plan International, at Kirtipur Village. She explained many points of interest to the group relating to village conditions and she also accompanied the group during the whole survey.

4) To facilitate the needs assessment the group was sub-divided into 4 (four) sub-groups entrusted with different subject areas i.e. family life, health, economic/income generation and civic consciousness related to ATLP curricula. In addition to the assignments the sub-groups were also responsible for identifying needs by asking the villagers all types of questions. By using possible interviewing techniques the group interviewed the following numbers of persons for the given subjects.

Area	No. of learners	Community
All contents including Family life, Health, Income generation and Civic consciousness	25	Newar Brahmins and Kshatriya
	20	Tamang and other communities

After returning from the village, the participants exchanged their views and impressions about the survey.

Analysis of data:

In determining the priorities of the problems and subjects, and analysing the data, Mr. Sasaoka extended his professional expertise and guidance to the group.

The data collected from the respondents and from the village profile was discussed in depth and analysed by using 'New Participation Method' introduced by ACCU consultant Mr. S. Tajima. Apart from actual field survey the group had to review and modify the posters on the Draft New AJP Materials "Literacy for Better Life" and "Women's Literacy for Community Development (Cubic Jigsaw Puzzle)" for adoption by the villagers. The group unanimously identified the following problems according to their priority, urgency and relevance to the subject.

Problems

Family Life

1) Women are mostly dependent on husband's income and parens' help.

2) Cultural restrictions.

3) Lack of knowledge about managing the household work.

4) Caste/religion has strict/strong influence on the way of life.

5) Lack of information about women's role in the development of community programme.

6) Big discrimination between boys and girls.

7) People have individualistic way of life (not socialistic)

8) No female field workers for women's development programme.

Health

1) Filthy environment in the village.

2) No lavatory system in the village.

3) Poor sanitation.

4) Lack of information material about child health care.

5) Lack of pure drinking water.

6) Most villagers are suffering from T.B., asthma, worms, cough and convulsion.

7) Death rate of babies is very high.

8) People are suffering from protein deficiency, lack of energy and malnutrition (PEM).

9) People are using traditional treatment/medicines.

10) Community is not aware the importance of their health.

11) Lack of knowledge on birth spacing.

12) Do not like to use family planning due to superstitious beliefs.

13) Lack of skill for food processing.

14) Use staple food like corn, vegetable and rice regularly.

Economics/income generation

1) Low income

2) People are not quality-conscious about their products.

3) Land is insuffiently and inadequately utilized.

4) Living standard is very low.

5) Production from land is not enough for family for whole year.

6) Mostly women work in the fields.

7) Men spend money and time on smoking drinking liquor and playing cards.

8) Lack of social status.

9) People are not concerned about increasing income level.

Civil consciousness

1) Women are not involved in decision-making.

2) Women do not think that they are equal to men in rights and duties.

3) Women are overloaded with domestic burdens.

4) Early marriages.

5) Female enrollment in the schools is very low compared to males.

6) Women are unaware of their social status in the society.

Volunteers from each group presented the posters and explained the titles, themes, illustration and stories concerning them. The game was explained by the other sub-group to the target group. After explanation, the game was demonstrated, and then the neo-literates were asked to play the game. The target group played it well and enjoyed it.

After completing the explanations the members of the group asked a few questions about the simplicity, understandability, clarity, and usefulness of the proposal. A few suggestions were given by the target group concerning posters and games. The group welcomed the suggestions. After considering reasonable suggestions the necessary modifications were made to both materials i.e. three regional workshop and AJP materials.

II. Development of Materials

Selection of themes and format:

Keeping in view the priorities of unmet needs and problems, it was decided to produce the following materials focussing on women.

Content area	Theme	Format
Economic/ income generation	To increase income by keeping livestock. (buffalo)	Poster for information and motivation. (Script attached)
Civic consciousness	1) Active women's participation in the development of village.	Poster for information and motivation.
	2) Educate our daughters and educate ourselves.	Posters provide information and motivation. (Supplementary Material attached)
	a) Participate in litaracy classes.	
	b) Send daughters to primary schools.	
	c) Let us keep our village clean.	
	d) Participate in election campaign.	
	e) Participate in community development activities. (protect the water source by planting trees)	
Family life	Better family life for women.	Card game provides information about importance of literacy for women.

III. Field Testing

Group "B", after identifying the unmet needs, proposed to prepare 2 (two) posters and one game, concerning income generation, civic consciousness and family life. Besides the above, the group had to modify the Draft AJP Materials i.e. Poster and Game.

To save time, the Group was divided into 2 sub-groups because they had to meet neo-literates at two different places in the village. The group dealing with the game was headed by Mrs. Bhattarai, and the other group dealing with the poster was headed by Mr. Sasaoka.

The group introduced a new method for evaluation of the materials, divided the neo-literates into three groups and gave the posters to each of the groups. We asked them to study the captions, and observe the picture for 20 minutes. After they had studied the poster we asked one volunteer to come up and talk about it, i.e. what is the title of the poster? What messages do these pictures convey and what lesson do you (neo-literates) learn from them?

1. To Raise Family Income, Keep Livestock (poster)

FOR INCOME AND HAPPYLIFE KEEP LIVESTOCK

Being Literate, Raising Buffalo, I am Happy.
Why staying so idel? in our Literacy class they taught us about animal husbandry
A woman returning from a literacy class.
wife and husband going to agriculture Bank for loan
Bought a buffalo.
feeding and milking buffalo
going to sell milk in the market
After selling milk giving money to wife

Poster No. 1

Title: To raise family income, keep livestock.

Theme: By keeping livestock as well as farming, family can increase their income.

Objectives of the poster:

This poster is developed to motivate the neo-literates to keep livestock to raise family income.

Target group: Beginner neo-literate
15 years and above

Guidelines for using the poster:

Poster should be presented to the neo-literates for discussion. The discussion should be based on existing land-holding which is not enough to feed 6 members of family for the whole year; because of that the family is poor and they have to work as tenants or labourers for others and have low social status. Now women had attended a six-month literacy course and had been told that the bank gives loans to keep livestock to increase the family income. They are advising their husbands to contact the Bank for loans to keep milking baffalo. One milking buffalo will give enough milk to pay back the loan and increase family income, so family members do not have to go to work for others but can work to keep their own buffalo in good health. Family income can start from the day the buffalo is brought home. Milk will also add to family nutrition. The waste from buffalo can be used for manuring the field to increase food production. As far as risk is concerned, the buffalo can be insured, and for sickness livestock and animal service are provided by the Government.

Even if the buffalo stops giving milk it can be replaced by another milking buffalo. The old one can be sold at a good price. In this way the neo-literate participants should be motivated to keep buffalo or other animals to increase their family income.

A success story related to Poster No. 1: "Increase family income by keeping livestock."

It is said that this is the true story of a farmer's family of six which was resettled in the mid-western zone of Nepal, under the Govt. scheme for resettlement of the migrants from the hills to the Terai.

The family was given 4 bigha of land free of charge, but they had to develop the land on their own, because it had just been cleared from the forest. The whole family was involved in developing this land for about four years and still were not able to produce enough from it to support themselves. They were still poor and they had no hope of increasing production on that land, because of the lack of irrigation facilities. They could not afford to buy agricultural equipment. Besides working on their own land they were also working for others as labours, so the children could not go to school. They had come to this place from the hills in search of a better life but they could not get enough even by working so hard.

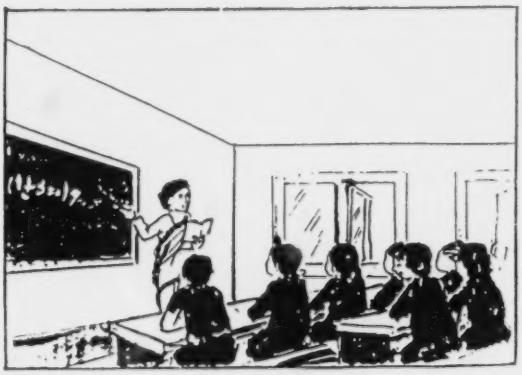
One fine morning the head of the family heard that the Agricultural Development Bank (ADB) was providing loans to small farm families to raise livestock. This person contacted the bank and was told that he would be given a loan to buy a milking buffalo. He should select the buffalo and bank would pay the money on the guarantee of the livestock extension workers.

He bought the milking buffalo, which started giving 8 litres of milk in the morning and 8 litres in the evening. The man started selling the milk in the market and receiving cash in hand every day. 50% of the income he was spending on the buffalo for food and medicines and paying back the loan to the bank. Thee other 50% was for his family income which he was spending on clothing, education and other household expenditure. Besides working on their land all the family members were sharing the work of milking the bufallo. Since they were not going out to work for others, their children could go to school.

2. Active Participation by Women for the Development of the Village (poster)

ACTIVE PARTICIPATION BY WOMEN FOR THE DEVELOPMENT OF THE VILLAGE

Neo-literates are attending literacy class.



Girls are attending primary school.

Women are discussing sanitation.

Women are participating in the road work.

Female are planting trees for conserving water.

Poster No. 2

1) **Title of the Poster** - Active participation by women for the development of the village.

Objectives

a) To increase women's participation in the community activities.

b) To retain women in the literacy classes.

c) To participate in educational activities.

d) To discuss community sanitation.

e) To conserve water resources by planing trees around them.

2) **Description of the poster:**

This poster is designed to raise civic consciousness in the community people. The contents of the poster are:

a) Literacy classes with more female participants.

b) Female primary teacher taking classes.

c) Community meeting by women participants.

d) Vote for female candidate - election campaign.

e) Planting trees to conserve water resources.

3. **Target group - middle level neo-literates**

Guidelines: Through discussion the facilitators should draw a conclusion together with participants about the themes described above.

i) The poster is given to a group of five neo-literates, who will have to look at it for fifteen minutes.

ii) The group will discuss what they have observed about the poster for thirty minutes. The teacher will guide the group in discussing it systematically.

iii) The teacher will ask the group whether they like the messages given in the poster or not.

iv) Lastly the teacher will summarize the information given in the poster. Through this, civic consciousness of the community will be raised and they will participate in community activities.

Description

1) Theme No. 1 shows women's participation in the literacy class and they are discussing improved seeds for better production (the theme is "Better Seeds for Better Crops").

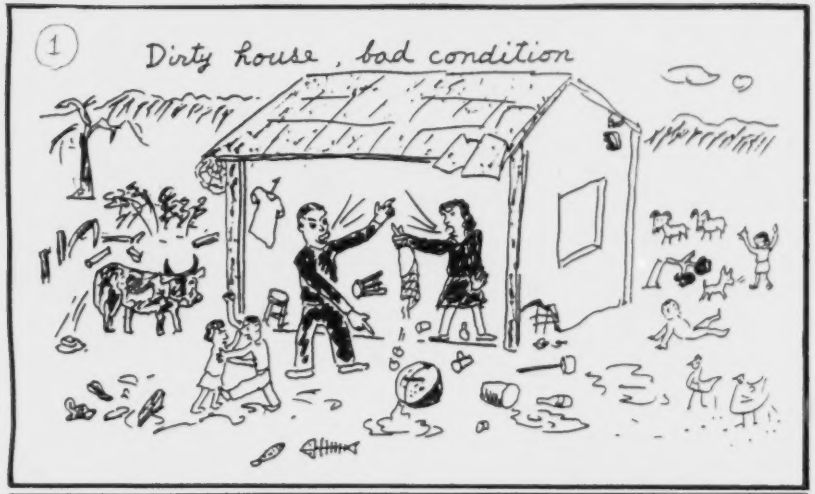
2) Theme No. 2 shows women's active participation in educational activities. A lady teacher is teaching in a primary school, where the girls outnumber the boys (the theme is "Let Us Educate Our Daughters").

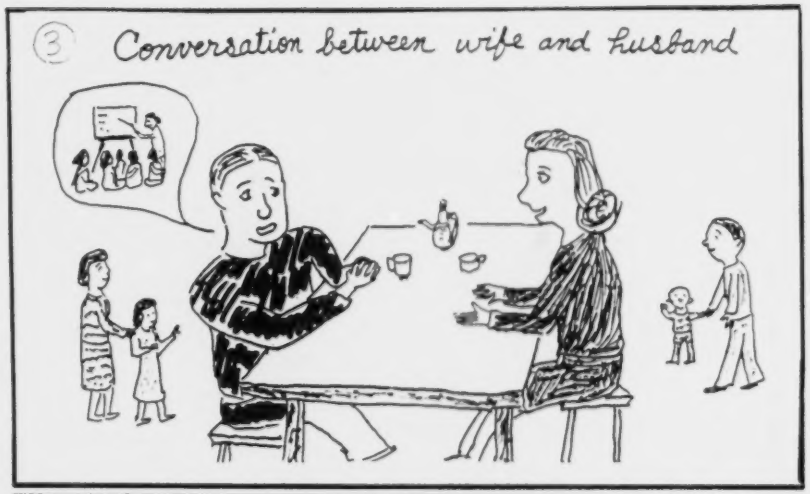
3) Theme No. 3 shows women's participation in a community meeting. The community is discussing sanitation (the theme is "Let Us Keep Our Community Clean").

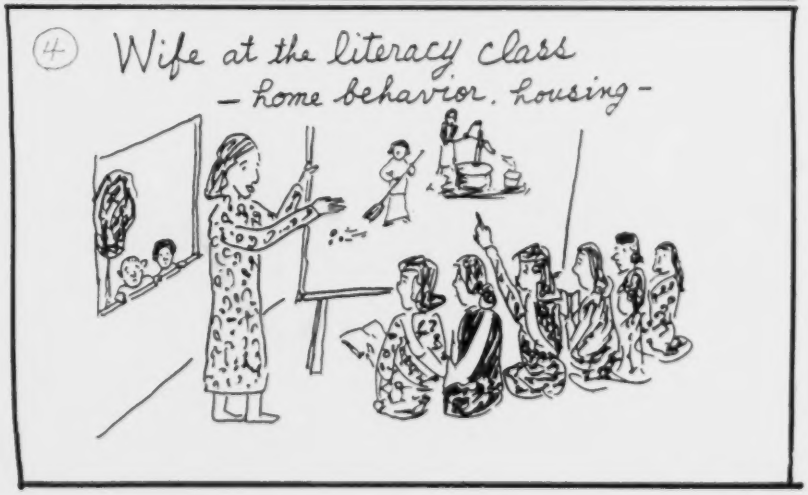
4) Theme No. 4 shows a woman canadidate participating in an election campaign to be the leader of the village (the theme is "Vote for Women").

5) Theme No. 5 shows the community planting trees around the water sources, and women's active participation is shown in planting trees. (The theme is "Let Us Plant Trees to Conserve the Water Sources, so that They Will Not Dry Up").

3. **Better Family Life for Women (card game)**







(5) Wife at the literacy class
- knitting carpet -

(7) Happy family

(6) Clean and productive home

(8) Promotion of happy family to other women

Game Title: Better Family Life for Women (card game)

Material comprising-

1) Drawing Board
2) 32 Cards
3) Players - 2, 4, 8 or 16

Objectives:

1) To encourage/motivate women to participate in the literacy class.

2) To provide women with literacy information

3) To give women a sense of identity and social status.

Target group:

1) Neo-literate in the villages/rural areas.

2) 12 years and above.

How to play the game - (Number of players 2, 4, 8, 16)

1) Instructor explains the objectives of the game before starting.

1.1) He also explains the rules of the game while distributing cards, for example, eight cards to each player. Then player who has card No. 1 is the leader and starts the game.

1.2) The game leader shuffles the cards and districutes them to each player.

1.3) The group leader starts the game.

1.4) Then each player in turn selects one card from the neighbouring player's hand, and puts it on the board (sheet). The players must not see the card before taking it.

1.5) A player who can match the cards on each of the drawings collects the card.

1.6) The game continues in the same way.

1.7) The winner is the player who ends up with the cards.

1.8) When several players get the same number of cards they should repeat the game again to decide the winner.

Assessment Sheet

1) Is the poster interesting or not?

a. Yes b. No

c. If not why?

2) Are the pictures understandable or not?

a. Yes b. No

c. If not, what picture, and why?

3) What about the language of the caption?

a. Difficult b. Easy/simple

4) Are the illustrations clear and informative?

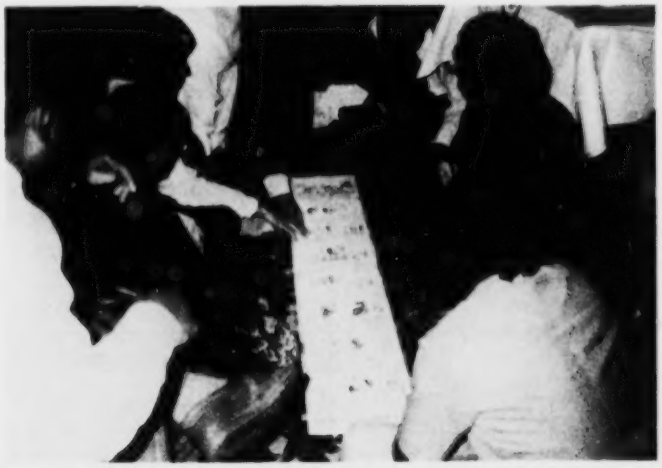
a. Yes b. No

c. If yes, what information do they give?
d. If not, which illustration is difficult?

5) Do you think that these proposals are useful?

a. Yes b. No

c. If yes, how?
d. If not, why?



Group work

Report of Group C (Audio-Visual)

Village Profile

Panauti Panchayat, Kavre

Location:

One of the fairly developed panchayats situated in Kavre District 30 kilometres from the Himalaya Hotel. Banepa is about 24 Km. east of the Kodari Highway. This panchayat lies in between Kharpa subba Gaon in north Behaber Panchayat in the south, and Khopasi in the east. Rosi Khola is one of the gods' gifts to the panchayat because it provides irrigation facilities to the whole area the whole year.

Population:

There are about 5,000 people in the panchayat. Ethnically, Newar, Tamang and Brahmin are more common. Some occupational caste families like leather workers, blacksmiths and tailors also live there.

Education:

There is one pre-primary, two primary, one lower secondary and one secondary school. Educationally this village is lagging especially in women's education. Several adult females have received literacy courses through HMG and the Non-formal Education Centre. The overall literacy rate is about 30 percent but the rate for females is very low, only about 10%.

Occupation:

Agriculture is the main occupation for about 99% of the population. In addition, cloth weaving, basket making, and animal husbandry are household extra income activities in the village.

Road/Transportation and other facilities:

A good-condition paved road runs from Banepa to the village which has made it easier for punctual local transportation, like minibus and taxi as well. This village was electrified long ago. It is also a marketing centre for remote villages in the district.

Development Project:

The Non-formal Education Service Centre is being run in this village to uplift educational status and income generation education especially for women. Similarly, the Nepal Red Cross Society is working in health, sanitation and reforestation.

Agriculture:

Rice and wheat are the main cereal crops of this village. At higher altitude, corn is the main product. A little millet and wheat are also grown. Besides beans, and mustard oil, potatoes are also grown. There is no proper irrigation system.

Water supply:

There is no major surface water. Though rainwater fills some streams seasonally, these are often dry during the cooler winter months. There is a small water supply office which supplies water to the taps. But water supply for domestic and agricultural use is inadequate.

Communication:

There is a small post office, and a telephone service is also available. Recently 1/3 of the richest people in the village were able to get TV sets.

Introduction:

This group was assigned to prepare an audio-visual material for the women in Panauti Panchayat in the Kavre District about 30 Km. from Kathmandu.

I. Field Survey

Preparation of Tools for the Survey:

Before the field visit the group was briefed on the background of the village (refer Appendix A) but fellow members felt that more information was needed to get a better insight of the village, especially the women. Problem areas were identified as a guide during the visit. They were:

1) Educational status and facilities
2) Health related problems
3) Economic status
4) Social and cultural status
5) Psychological aspects
6) Legal rights

Methodology:

Members of the group decided to gather this information by using four methods:

1) An Informal Group Discussion:

   A group of women and young girls sit together with the group discussing general information.

2) Interview

   Informal interviews conducted in smaller groups consisting of 2-3 women.

3) Home visits

   Members of the group, divided into two smallere groups, make home visits to pre-

selectedd participants of the non-formal education literacy class.

4) Observations

General observation also to be done during all the above methods, to supplement the information that is gathered.

Field study:

So finally on the 19th Oct. 1989 the group visited the Panauti Panchayat. The trip took about one hour along a good but narrow road. All along the way we could see beautiful countryside, with golden terraced rice fields ready for harvesting, vegetable plots in between them and houses scattered along the hill slopes.

Our journey was slowed down by interesting events such as cattle crossing the roads, loaded lorries crawling, oncoming vehicles, surveying and photographing (for the material development, of course).

Upon arrival we were taken to the non-formal education office where we were formally welcomed by the supervisors and field workers, who then briefed us on the activities carried out in the district.

We were then shuttled upto the next floor to meet about 15 women and young girls who are participants of the literacy classes. We introduced ourselves and our friends from Nepal had a good time in the ice-breaking session with the women and young girls.

For the next 30 minutes we were divided into 3 groups and held interviews with the women. The findings are recorded, keeping in mind the six major areas of problems that we had already decided earlier.

Then came lunch time, which was very exciting on the hill slopes overlooking a flowing river, with men fishing and women washing, golden terraced rice fields, and a busy village road leading to the distant hills where houses were scattered on terraced slopes.

After a good rest we were again divided into 2 small groups and visited the village in general and the homes of 5 families. Many observations were made during the brisk walk and climb, until finally we had to leave to reach Kathmandu before dark.

Analysis of Field Data:

After the interesting field visit, members of the group sat together and came to a consensus. The first session was the brainstorming. We then wrote our observations on pieces of paper. 112 findings were collected which were then grouped into different areas of observation. Each group was given a title and the outcome was as follows:

Results of Findings:

Problems and needs of women identified in Panauti Panchayat

1) Health and Nutrition (25)
2) Hard work for women (15)
3) Sanitation and environment (13)
4) Lack of opportunities for extra income (13)
5) Lack of communication facilities (8)
6) Importance of girls' education (7)
7) Need for clean water (6)
8) Lack of post literacy facilities (6)
9) Lack of organizational structure for women (5)
10) Psychological Proglem (4)
11) Family planning (3)
12) Transport problem (3)
13) Pre-school education (2)
14) Lack of knowledge on legal rights (2)

II. Development of Materials

Selection of Theme, Topic and Format:

After much consideration of the village problems, needs of the women and the already-produced AJP materials, members of the groups felt that there should be two themes using two different formats for different target audiences with different purposes. These are as follows:

	Theme	Format	Audience	Purpose
1)	More income, happy life	Photo exhibition and illustrations	Middle level learners	Instructional
2)	Let's join together for better life	Slide kit and poster	General public	Motivational with examples

Material Production:

Members of the group were divided into two smaller groups, each discussing one theme and the result was as follows:

Group I

The group worked on the theme 'More Income, Happy Life' after a long discussion on how the women of Panauti Village can or could find new and better ways of generating extra income to improve their lives, the group decided on the following:

Create a scene of

1) Unhappy village (situation)
2) Happy village life
3) A series of 3 themes depicting 3 new

suggestions as to how women of Panauti could earn extra income i.e. making and selling of potato chips, making and selling of lapsi, and growing and selling of sweet sag.

Method of conveying the message

The ideas are communicated through narration on tapes (refer Appendix B)

Group II

Members of the group further identified the different types of work that the women were doing which they didn't like.

The list was as follows:

1) Cutting grass for fodder
2) Carrying fodder for the animals
3) Fetching water
4) Finding firewood
5) Washing utensils
6) Washing clothes
7) Cleaning the house
8) Working in the fields

The effects of this hard work on women were identified as follows:

1) The health of women deteriorate
2) She has no time to attend literacy class
3) She hasn't time to take proper care of the children
4) She has no time for rest and recreation

The group discussed these problems and came out with the following suggestions to reduce her drudgery:

1) She has to attend literacy classes and get educated
2) Use of modern technology like smokeless stove or solar cookers
3) Use of lighter pots to carry water
4) She has to plan for a small family and space out her children
5) She must eat nutritious food
6) Household chores should be shared amongst family members
7) Grass for fodder or epil trees could be planted on the slopes of the rice fields closer to their homes
8) Store rain water
9) Install water pipes
10) Use new appropriate technology in the field work
11) Build public water tanks
12) Formation of a women's organization.

Preparation of the Slide Kit:

Based on the above 3 main angles, that is, the types of hard work women do, the effects on them and their family members and how it could help them to lessen their burden. The group came up with a story titled "Let's join together for better life". (refer Appendix C)

The slides were then selected to fit into the story and additional ones in captions and cartoons were also produced by the artist assigned to our group.

Local music was then selected to suit the mood of the narration. After a brief practice, commentary was recorded. This was then translated into the Nepali language to be tested the next day.

Improvement of draft AJP material (Puppet Show):

The draft AJP material was distributed to the group members and a script was developed accordingly. There were 3 main characters in the show, that is, the husband, the wife and the demon. (refer Appendix D)

Teacher's Guide:

For every material produced a teacher's guide was also developed to assist in the proper usage of the materials. It covers the type of material, clientele, curriculum, expected outcome, and the process of using it. (refer Appendix E)

III. Field Testing

Preparation for field testing:

The group came up with a field testing tool.

The areas of evaluations were:

1) Interest of learners in the materials
2) Attarctiveness of materials - illustration, presentation and theme
3) Relevance of materials
4) Technical quality of the materials - clarity, sound and synchronization
5) The appropriateness of the media and the local situation.

(refer Appendix F)

Field testing of the materials in the field

1) While preparing the testing tools following points were kept in mind.

   a) Relevancy of material to the learners

   b) Acceptance of material by the learners

   c) How much the learners are interested in the materials

   d) Appropriateness of the media and the local situation

   e) Technical quality of the material
      Slide show - Clarity
      - Sound
      - Synchronization

f) Attractiveness of the material
- Illustrations
- Presentation
- Theme

It was thought that it would be better for the instructor to use the materials first. So first of all instructors were trained. There was an instructor and one supervisor there. Both of them were quite intelligent and bold. Within a few minutes they understood every thing.

There were 9 students in all. All were unmarried.

Slide show - before showing the slides, the teacher discussed the work they usually do at home. The discussion was quite lively and the learners came out with many problems of daily life. Their project officer, Mr. Shrestha and Mrs. Usha also joined the discussion.

The teacher said that she had an interesting thing to show them.

2) After this the slides were shown. The show was disturbed many times because of some technical problems.

After the show the learners were divided into 3 groups. Each group again discussed the problems of daily life. They also discussed why they were facing these problems and how they could solve them.

Then the group was asked to write the key words, and key sentences related to hard work and its solution.

The group wrote the sentences in exercise books, and on the blackboard also. Whenever there was any problem of writing, the instructor wrote the words on the blackboard.

After that there was general discussion about the material to the effect that it was very interesting and attractive. It seemed it was very relevant also. Instructors felt that in a local situation it was a little complicated to use.

3) Flip chart - More income - Happy life

Before showing the flip chart again there was some discussion about income-generating activities. After discussion, the instructor showed the flip chart to the learners.

While showing the chart, the teacher also discussed all the points. Learners were quite interested and responded well.

After showing the chart, the teacher again discussed the problem. Due to constraints of time, discussion was very short. Out of the ideas suggested concerning income generation, the sweet saag idea appealed most to the learners. In the case of lapsi they thought it would be expensive because they have to spend money on sugar.

They were eager to adopt these things if they could get some financial aid from an organization. They themselves suggested some more income-generating activities e.g. knitting, weaving cloth and carpet weaving.

We left some more material related to topics under AJP like raising chickens, more income by planting trees, home gardening. Some material produced by Ministry of Education, Nepal has also been left there for future use.

Everybody was fully satisfied with the flip chart. It was very interesting, attractive, relevant and appropriate.

Drawings by the artist were clear and attractive (except one or two).

Later on it was felt that one more step about money saving and proper use of earnings should be added and the title should be on a separate page.

4) Puppet show - Save the village with literacy skill

Time was short and everybody was getting impatient. All the learners wanted to go home because it was harvest season and they had left some work undone at home. So no discussion was possible before the show.

The show was performed without a single rehearsal, so naturally it was not impressive. There was no music and everything was in confusion. So, in a way, it was a flop.

Still, when the show started everybody was interested and enjoyed it, but afterwards they were confused. No discussion followed the show.

After showing all the three materials the learners were asked which material they like best. The answer was the 'slide show'. We wanted to know the reason but nobody could give a satisfactory answer and because of time constraints we were unable to go into detail.

As for the puppet show, instructors wanted to use it in their centre. They were interested to know the technique of making puppets.

1. **More Money, Happy Life (flip charts)**

Sweet Veg Soup

Narration on "More Income happy life"

"Hello and Welcome
How to earn extra money"

Pause:

EN: Let us see two pictures of two different village. Picture A is this. (Introduction to first picture of an Unhappy Village) Pause:

EN: Now this is the picture of another village. (Pause)

EN: Now what can you make out of the two picture? Can you notice any differences between the two villages?
(Pause - allow the group to think, discuss themselves).

EN: (Offer Team's Views/Suggestions)
Well you obviously have some good idea about the two pictures. When you see the first picture what is the general impression? You see an unhappy people in a relatively poor village.

In the second picture you can notice immediately that people are happy. Now what makes people in the second village happiest than the first. The second village is happy because it has money to build a school in the village. With a school, children are able to go and learn to read, write and learn about new information on many new knowledge and these are able to use these knowledge to improve themselves. They have scenes of hygene, they built toilets, water wells; a clinic and the homes are properly laid out along good streets with flowers. When people have all the good things that make them feel comfortable with the life, they will become happy.

People of the first village, do not have most of the things that the second village have. They have no schol or clinic. Water wel i s so far away that women have to spend a lot of time to and from the well to bring home drinking and cooking water. They have no proper toilets and homes are poorly constructed. The entire village life is measurable.

EN: Now given the two villages, which village would you prefer to live?

Pause: Audience: Village 2
Now do you know how to improve your life to become like people in village B?

Pause: Target Group: Discuss and their ways

EN: Okay well and good. You do have some ideas on how to improve your life. We as a team also have some suggestions. The suggestions may not be new but we think they are and so listen carefully and tell us in the end whether or not you like the ideas discussed.

EN: We are going to tell your stories of how woman become successful in earning extra income to better their lives.

Story One: About Potato Chips

This is a story of a Nepalese women called Ramakumari who became very successful in starting a new business on how to make chips out of the surplus potatoes she has. You see, you all grow many potatoes and many times you have so many of them that you do not eat them all or sell them all. Many are left to not. Ramkumari took following steps:

1) She washed potatoes in good clean water. (pause 1 min.)
2) She put the potatoes into a large pot and boiled them. (pause)
3) She took them out before they were overcooked and dried them for a short while in open air. (pause)
She piled them. (pause)
4) She cut them into round shapes.
5) She spreads them out in the sun to dry.
6) She keeps close eye over them and turns
7) them over and over until they are completely dried up.

You can also make potato chips in the same way.

Now you can either eat these or you can chop them into finger chips. Fry them in oil and sell them in the market. Ramkumarai did not eat her chips.

8) She packed them in plastic bags and closed their tops tightly and sold them in the local markets and
9) Ramkumari was so happy when she returned home because she made a lot of profit out of potato chips.
10) She did not stop there. She started to fry more and more potatoes and continues selling them not only in her village market but all over Kathmandu and thus became a very successful business woman. (pause)
11) Now what do you think? Do you want to become another Ramkumari?

Teacher's Guide

1) Title of the Material:
More Income, Happy Life.

2) Type: Serial pictures exhibition.

3) Clientele: Literacy learners who have completed 6-9 months literacy lessons at Basic Level.

4) Curriculum: The material can be used under the curriculum unit No._____ "Economics and Income".

5) Expected outcome:

After the presentation and discussion of the materials the learners should be able to:

1) understand methods of preparing potato chips and lapsi pickles, and growing Chinese sag.

2) start the work with their own resources if they can or be willing to seek a loan to do business

6) Process of use:

Activity No. 1

Input: A teacher will inquire about the income generating activities undertaken by some of the learners or such activities undertaken by previous learners.

Process: The learners will tell the class what they know about extra income-generating activities they are engaged in, and about some people who are doing well or doing not so well.

Output: The learners become interested to know more about the extra income-generating activities.

Activity No. 2

Input: The teacher hangs the picture exhibition and explains about -

1) Potato chips
2) Lapsi pickles
3) Chinese vegetables

Process: After the demonstration the class wil be divided into groups of 3/4 persons.

1) The groups will be asked to discuss the production, packing and marketing of potato chips, pickles and vegetables.

2) The group will also write words and sentences suited to each picture on the poster.

3) The groups can improve on the method shown in the pictures.

4) After group work the group leaders will present the results of the group discussion. They will also report on the key words and sentences they have identified for the pictures.

5) The teacher will write the process developed by the groups for production, packing and marketing of potato chips, pickles and Chinese vegetables.

6) The teacher will say that in the next lesson the class will discuss how to start the work using their own resources or getting loans.

Output: After the lesson the learners will:

1) be interested in doing business to earn more.

2) understand and be able to work at making, packing and marketing chips, pickles and vegetables.

3) be able to write key words and sentences.

4) be interested in knowing how to get more information and a loan for starting the business.

Note to the teacher:

There are more materials related to topics under AJP. They are 'Grow Mushrooms', 'Raising Chicken', 'Bamboo Handicrafts', 'More Income by Tree Planting', 'Let's Plant Trees', 'Tree Planting', 'Home Gardening'.

There may be other materials produced by the Minstry of Education, Agriculture, Community Development Department, NGOs etc. which he/she should collect for use.

2. Let's Join Together for Better Life (slide kit, poster)

- Let's join together for better life -

1)	Title	Let's join together for better life.
2)	Himalaya long shot	Nepal, my country.
3)	Himalaya close up	How beautiful it is with mountains proudly touching the sky and rivers flowing bringing thousands of blessings.
4)	Village scene long shot	My village is also surrounded by beautiful nature.
5)	Village scene close up	
6)	Group of women with smiling faces	Everyebody seems to enjoy life.
7)	Children playing	Children are playing.
8)	Group of people	People are happy.
9)	Cartoon drawing of healthy animals	Animals are dancing.
10)	But is that so?	But is that so?
11)	Women working?	When we see our women's daily life closely they are very busy.
12)	Illustration by artist cartoon	In the morning they get up before anybody else.
13)	Woman carrying water	They bring water from long distance.
14)	Feeding animals	Feed the animals.
15)	Cooking in the kitchen	They cook meals 4 times a day.
16)	Washing clothes at river	Wash clothes and utensils.
17)	Breast feeding	Look after children.
18)	Taking care of children	
19)	Woman working in the field	They work in the field also.
20)	Grinding grain	They grind grain.
21)	Carrying heavy load	Bring heavy load of grain.
22)	Carrying grass	and grass
23)	Group of women carrying heavy load	
24)	Girls bring heavy load	Since childhood they have been doing these work.
25)	Girl taking care of brother	Even small girls have to take care of children.
26)	Tired woman	This makes them tired and weak.
27)	Sickly looking children	That is why they do not have much time for children and husband.
28)	Illustration	and time for rest and recreation.
29)	How can we help them	How can we help them?
30)	Man helping in kitchen	We can share their burden at home by helping them in household chores.

31)	Man taking care of child	
32)	Child helping mother	Children can also help.
33)	Children working in field	
34)	Smokeless chulha	Use of modern technology like smokeless chulha and solar cooker can reduce their drudgery.
35)	Illustration by artist	For fodder grass can be grown on the slopes of rice fields closer to homes and
36)	Kitchen garden	Beans near ali.
37)	Group of men	But we can not do much till we organize ourselves to
38)	Men digging well	Dig wells
39)	Installing water pipe	Install water pipe
40)	Woman dringking water from pipe	
41)	Men at water tank	Build water tanks.
42)	Women's literacy class	In this way women will have time to go to literacy class.
43)	Girl going to class	Even girls will be able to go to school.
44)	Woman reading	Where they will learn new knowledge.
45)	Women reading teacher teaching	
46)	Child reading	Then they will be able to help children to read.
47)	Woman chicken raising	In literacy classes they will learn skills to earn extra income for family.
48)	Women discussing	They will also learn to organize and form cooperatives.
49)	Harvesting in the field	In this harvest season everyone is very busy.
50)	Men and woman working in the field	But it is different now because our women have been saved from hard work.
51)	Group of people	Everybody has helped her, to reduce her work.
52)	Woman reading	Through reading and writing women have learnt many new things for better life.
53)	Woman near PHC	Now they have time to take better care of children.
54)	Village scene	Now our village is happier.
55)	Dance scene	At the festival time everybody is very happy and overjoyed after helping each other.
56)	List of participants	

LET US WORK TOGETHER
FOR HAPPYLIFE
LET US BE LITERATE
LET US HELP EACH OTHER
LET US USE SMOKELESS STOVE
LET US ORGANISE OURSELVES
LET US SOLVE WATER PROBLEM TOGETHER
LET'S LEARN TO EARN

Teacher's Guide

1) Title of the material:

Let us join together for better life

2) Clientele population:

(a) General public
(b) Learns who have completed 6 months' literacy courses and
(c) Instructors during the training

3) Expected outcome:

After viewing the slide and tape session, the clientele population should be able to

(a) Understand the problem of hard work of the women in the village (awareness).

(b) Motivate them to find ways and means of solving the problems.

(c) Take action to introduce new knowledge and skills through the literacy class and other group actions to solve the problem.

4) Curriculum:

This material can be used under the curriculum unit No. "Civic consciousness"

Method of Use:

Activity No. 1

Input: The teachers will ask one or two women how they spend their days.

Process: After listening to the daily routine of the women, the teacher will ask whether they feel that they have too much work.

Output: They become interested to know and discuss more about their hard work.

Activity No. 2

Input: The teacher will say that that day he/she has some interesting material to show. That is the slide/tape show. The title is "Let's work together for better life."

Process: The slide tape is shown.

After the slide/tape show, the teacher will ask the class to form groups consisting of 3/4 persons.

The groups will be asked to discuss the following questions:

1) Why do the women work so hard?

2) How can the women be helped?

3) What would be a better daily routine for women?

4) How can the literacy class help to solve the problems?

The groups should write key words and sentences related to the hard work and its solution.

Output:

1) Awareness expressed about the problem during the discussion.

2) Key words and sentences written on the blackboard/in exercise books.

3) List of suggestions on how to solve the problem?

Note to the teacher:

There are more materials related to this topic under AJP. They are: 'Let's Read', 'Cooperative for Better Life', 'Building Up a Happy Community', and 'Let's Form a Cooperative'.

There may be other materials published by the Ministry of Education, Women's Organization and other NGOs' the teacher should collect them for use in the classroom.

Field survey

Appendix F

Group 'C'

Field Testing Tool

Title of the Materials:

Areas of evaluation	very much	adequa-tely	needs improve-ment
1) How much the learners are interested in the materials.			
2) Whether the material is attractive.			
a) Illustration			
b) Presentation			
c) Theme			
3) How relevant the material is.			
4) Technical quality of the materials.			
a) Clarity			
b) Sound			
c) Synchroniza-tion			
5) Appropriate-ness of the media and the local situa-tion.			

CHAPTER II

Paper Presentation for the Workshop

1. Unesco report
2. ACCU report
3. Country report
4. Resource Person's paper

Unesco Report

Asia-Pacific Programme of Education for All (APPEAL) and APPEAL Training Materials/Method for Literacy Personnel (ATLP)

T.M. Sakya
Education Adviser
Unesco PROAP

1. Introduction

Asia and the Pacific was the cradle of many ancient civilizations which were among the first to use written language for religious and other purposes.

But today it has become the centre of gravity of the illiterates of the world. About 75 per cent of the world's illiterate population live in this Region.

Although the primary schools enrollment doubled between 1960 and 1980 during the period of the Karachi Plan, there are about 40 million children who never attended the primary schools in 1985 and about 25 million children dropped out from primary schools each year before reaching grade four at the end of 1970s.

Therefore there is a large number of out-of-school children and youth in the Region amounting to 356 million in 1985 who need literacy and non-formal education programmes.

The countries in Asia and the Pacific varies in term of their literacy rate, fifteen countries have achieved more than 80 percent literacy rate in 1985, but there are still eight to nine countries which still have less than 50 percent literacy rate. (Chart No. 1).

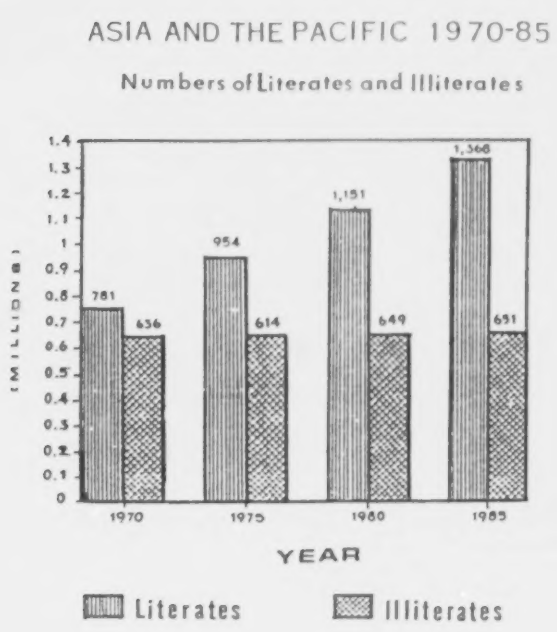
Chart No. 1

LITERACY MAP OF ASIA AND THE PACIFIC

UNESCO'S ASIA AND PACIFIC REGION INCLUDES 30 MEMBER STATES WITH A TOTAL OF 3106 MILLION PEOPLE OR 65 % OF THE WORLD'S POPULATION
SOURCE: Unesco office of statistics (1985)
Universal Literacy
80% Literacy
50 80% Literacy
Below 50% Literacy

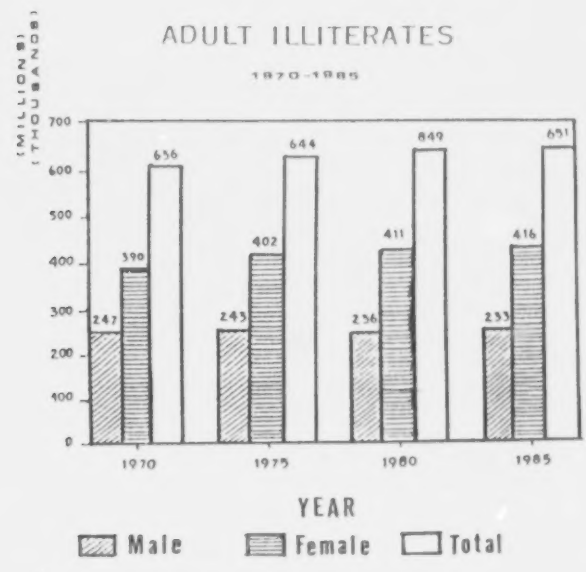
In the Region as a whole, the rate of literacy has gone up from 53.6 percent in 1970 to 63.7 percent in 1985. But at the same time both number of literates and illiterates have increased in the Region. (Chart No. 2).

Chart No. 2



The most of the illiterates in the Region are women and other disadvantaged population. (Chart No. 3)

Chart No. 3



Since illiteracy is found to be intimately related with poverty and underdeveloped in many developing countries in the Region, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning (MINEDAP V) recommended to Unesco to plan and implement a regional programme to universalize primary education and to eradicate illiteracy by the year 2000. The recommendation of MINEDAP V was approved by the 23rd Session of Unesco General Conference in 1985 and "Asia-Pacific Programme of Education for All" (APPEAL) was prepared and launched by then Director-General of Unesco on 23 February 1987 from New Delhi, India.

2. The aims of APPEAL

The aims of APPEAL are

(a) achieving universal of primary education;
(b) eradicating illiteracy; and
(c) providing continuing education.

3. APPEAL in the Member States

Twenty Member States have formed National Committee/Mechanism for APPEAL namely: Afghanistan, Australia, Bangladesh, China, India, Iran, Indonesia, Japan, Laos, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Thailand and Viet Nam. Other Member States are in the process of forming such organizations.

The National Coordination Committee-/Mechanisms have been organizing a number of activities for the improvement of primary education, literacy and continuing education working closely with concerned Government and NGOs in their countries.

Some Member States notably Australia, Bangladesh, China, Indonesia, Malaysia, Nepal, Pakistan, Philippines and Viet Nam launched APPEAL in their countries organizing special events.

Summary of Main Activities

APPEAL Promotion Activities

1. A Regional Workshop of National Co-ordinators of APPEAL was held in August 1987 to orient the national authorities towards preparing national plans of action for APPEAL.

2. A Newsletter "APPEAL 2000" is published to disseminate information on national and regional activities of APPEAL.

3. The Fourth Collective Consulation of NGOs on Literacy was held in December 1987 to involve NGOs in Literacy in general and APPEAL in particular.

4. The National Co-ordination Committee/Mechanisms for APPEAL have prepared National Studies of APPEAL on the basis of which a Regional Study of APPEAL has been prepared.

5. A Workding Group Meeting on International Literacy Year under APPEAL was held in New Delhi, India, on 11-14 October 1988 to prepare a special programme for those countries which have more than 50 percent rate of illiteracy.

6. The First Meeting for the Regional Co-ordination of APPEAL participated by the Chairmen and Heads of National Co-ordination Committee/Mechanism of APPEAL was held on 14-18 November 1988 in Bangkok and offered suggestion for future strategy for APPEAL.

Areawise Activities

Activities undertaken under Eradication of Illiteracy

1. APPEAL Training Materails for Literacy Personnel (ATLP) comprised of 12 Volumes have been prepared.

2. Regional and National Training to train literacy personnel have been organized each year providing training to about 500 key personnel at the regional level and 20,000 at the national level from 1979 to 1989.

3. Provided assistance to ACCU to develop more than 35 types of neo-literate materials and disseminated to the Member States.

4. Special literacy programme for women and disadvantaged population implemented.

Activities Undertaken under Universalization of Primary Education (jointly with APEID)

(a) Training of personnel to promote primary education in difficult contexts.
(b) Training of teachers for multigrade teaching.
(c) Development of primary education in rural areas.
(d) Joint Innovative Project for raising the achievement level of children in primary schools.
(e) Mobile training teams for the improvement of primary schools for girls and training of teachers.
(f) National workshops on relevance and efficiency of primary schools.

Activities under Continuing Education

Various types of combining education programme have been developed for various target groups to meet survival needs, growth needs and anticipatory (future) needs. Some of the important activities are parents education, youth training, slum workers training and vocational training for women etc.

Need for Training Materials

There has been a significant development in the understanding of illiteracy problems in Asia and the Pacific Region. Earlier many people saw illiteracy as a static problem which could be permanently eliminated by a "one shot" attack. As the people and governments of the developing countries started to deal seriously with the illiteracy problem they began to understand that literacy is a process through which people transform themselves from being object to subject and start developing interactions with the environment. Literacy is a learning tool of the people which enable them to take advantage of the environment and solve problems hindering their development. Therefore a favourable environment helps to develop people's literacy and vice versa.

This dynamic process of interaction between self and the environment through literacy action is a life-long process. It is not a one shot affair nor a temporary affair.

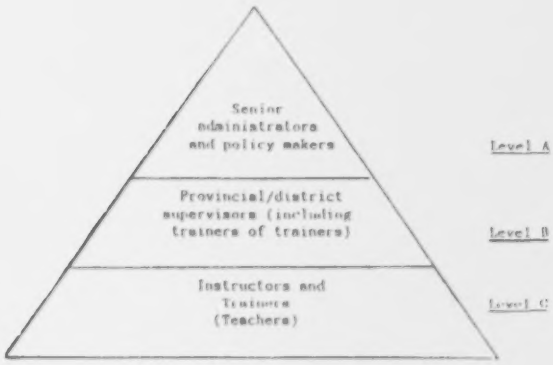
It is also obvious now that literacy action is a very difficult process until a person acquires basic level of literacy. Once a person becomes literate, it becomes a felt need. At that stage favourable environments help the literate person to learn more. At the same time unfavourable literacy situation retard the literacy skills of neo-literates and they relapse into illiteracy again.

Since the 1970s many countries began to plan and implement literacy programme in a systematic manner. Recent studies show that the countries which have better planned and managed literacy programmes have achieved significant progress in reducing illiteracy and creating literate societies in their countries. Literacy programmes have failed to achieve progress in those countries where it is not well planned and well managed.

Weaknesses in the development of curriculum and in the teaching-learning methods of literacy programmes are common problem of most of the developing countries in the Region. The Unesco Regional Workshop on Development of Curriculum, Motivational, Instructional and Follow-up Materials including those for Mass Media, held in Udaipur, India, December 1979, had taken note of the problem and observed that there is no single theory of curriculum construction acceptable universally. Indeed, in most instances a curriculum is constructed on the basis of "common sense". Clearly, however, something more definite was required.

After the implementation of Asia-Pacific Programme of Education for All (APPEAL), literacy training experts from the Member

States of Unesco in Asia and the Pacific met in a Technical Workshop for Developing Personnel Training Plans (Thailand, 16-25 September 1986) during which they identified training needs of different categories of literacy personnel i.e. senior management (Level A), supervisors and trainers of trainers (Level B) and Instructors and Teachers (Level C).



After the identification of training needs, a Regional Workshop for Development of Training Materials was organized by Unesco PROAP in three Phases:

Phase I	in Bangkok, Thailand in September 1986
Phase II	in Kathmandu, Nepal in October 1987
Phase III	in Harbin City, China in August 1988

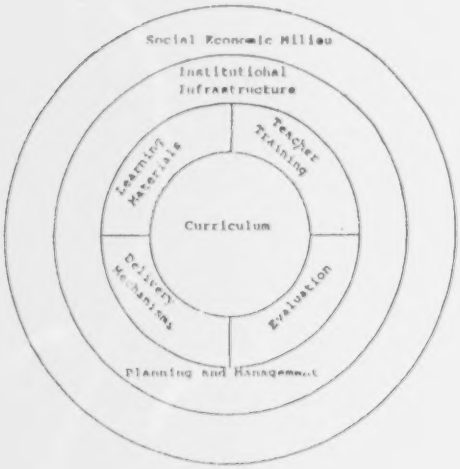
The Workshop developed "APPEAL" Training Materials for Literacy Personnel" "ATLP" consisting of a twelve Volume set, i.e.

The development of APPEAL Training Materials for Literacy Personnel (ATLP) is the culmination of the process to make literacy programme more relevant, systematic and practical initiated by Unesco and its Member States in the Region.

Concept of Appeal Literacy Materials for Literacy Personnel (ATLP)

APPEAL Training Materials for Literacy Personnel (ATLP) is an attempt to develop and improve the quality of all technical resources of a Literacy Programme. The technical resources consist of curriculum, learning materials, teacher training manuals, delivery mechanisms, testing services, and so on. The development of curriculum is central to literacy programmes and it influences all other aspects, i.e. learning materials development, training of personnel, delivery system and evaluation.

Training resource development system



Recognizing the central role of curriculum, ATLP begins with its Volume I "Principles of Curriculum Design for Literacy Training".

ATLP has conceived the Literacy Programme as consisting of three levels:

Level I : BASIC
Level II : MIDDLE
Level III : SELF-LEARNING

The ATLP curriculum development for literacy training followed the following five principles:

1. Principle of Relevance - The curriculum must be relevant to the national goals and local and individual needs.

2. Principle of Progression - The curriculum must provide literacy skills progressively sequenced into different levels in terms of difficulty and complexity.

3. Principle of Integration - The curriculum must provide a framework for integration of literacy skills and functional knowledge, skills and attitudes.

4. Principle of Participation - The curriculum must be based on adult learing and pedagogy and it must promote participator approaches in learning.

5. Principle of Systems Approach - The curriculum must help to make the literacy programme systematic, so that the teaching/learning activities are directed towards achieving intended outcomes and are continuously improved through an evaluation and feed-back system.

The curriculum is presented in the form of a grid with each cell of the grid representing one unit of work. Each unit is the basis for the development of a training manual. The grid is given below:

Curriculum Grid

Content Areas	Scope of Training Manuals					
	Level I (Basic Level)			Level II (Middle Level)		Level III (Self Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family	IA.1 1 Family Members Their Roles & Responsi-bilities	IA.2 5 Extra Money for the Family	IA.3 9 The Family as a Social Institution	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs & Traditions	IIIA 21 Responsi-ble Parent-hood
B. Econo-mics and Income	IB.1 2 Work/and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agricul ture	IIB.1 14 Home Garden-ing	IIB.2 18 Village Co-operatives	IIIB 22 Entre-preneur -sihp
C. Health	IC.1 3 Food, Water Nutrition	IC.2 7 Healthy Family	IC.3 11 common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Con-scious-ness	ID.1 4 Rights and Duties	ID.2 8 People's Partici-pation in Develop-ment & Cleanli-ness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People are equal	IIID 24 My Country

The Curriculum Grid - The functional content of 24 literacy training manuals arranged as a teaching sequence in a curriculum grid.

The ATLP curriculum grid incorporates all five of the principles listed above. In particular there is a close to-ordination between different levels of literacy skills and areas of functional contents.

After the Volume I "Principle of Curriculum Design for Literacy Training", ATLP proceeds to Volume 2. "Principles of Resource Design for Literacy Training". The cover of ATLP Volume 2 is reproduced on the next page.

Volume 2 explains the principles of instructional design based on the curriculum to facilitate the development of literacy training materials suitable for local needs and national goals.

The development process of instructional materials for literacy training has been demonstrated through four Exemplar Training Manuals, which are shown below. These form Volumes 5 to 8 of the ATLP series.

The Volume 9 "Specifications for Additional Exemplar Training Manuals" provides specifications and guidelines to prepare more

training manuals. The idea is to use Volumes 5 to 8 as exemplars for the production of national materials.

ATLP Volume 10 "Post Literacy and Continuing Education" provides broad guidelines for the gradual development of post literacy and continuing education systems building on more basic literacy programmes. It also provides hints on developing the next step of ATLP which must focus on Post-literacy and Continuing Education Programmes.

Volume 11, "Evaluation in Literacy Training Programme", provides guidelines for evaluating learning outcomes as well as for programme evaluation of ATLP.

Volume 12, "Implementing a Literacy Training Programme" lays down a step by step process for implementing ATLP at local, national and regional levels.

Volumes 3 and 4 of ATLP deserve special mention. Volume 3, "Manual for Senior Management" is addressed to persons who are in the senior management positions responsible for designing and implementing literacy training programme in the Member States. (Level A Personnel.)

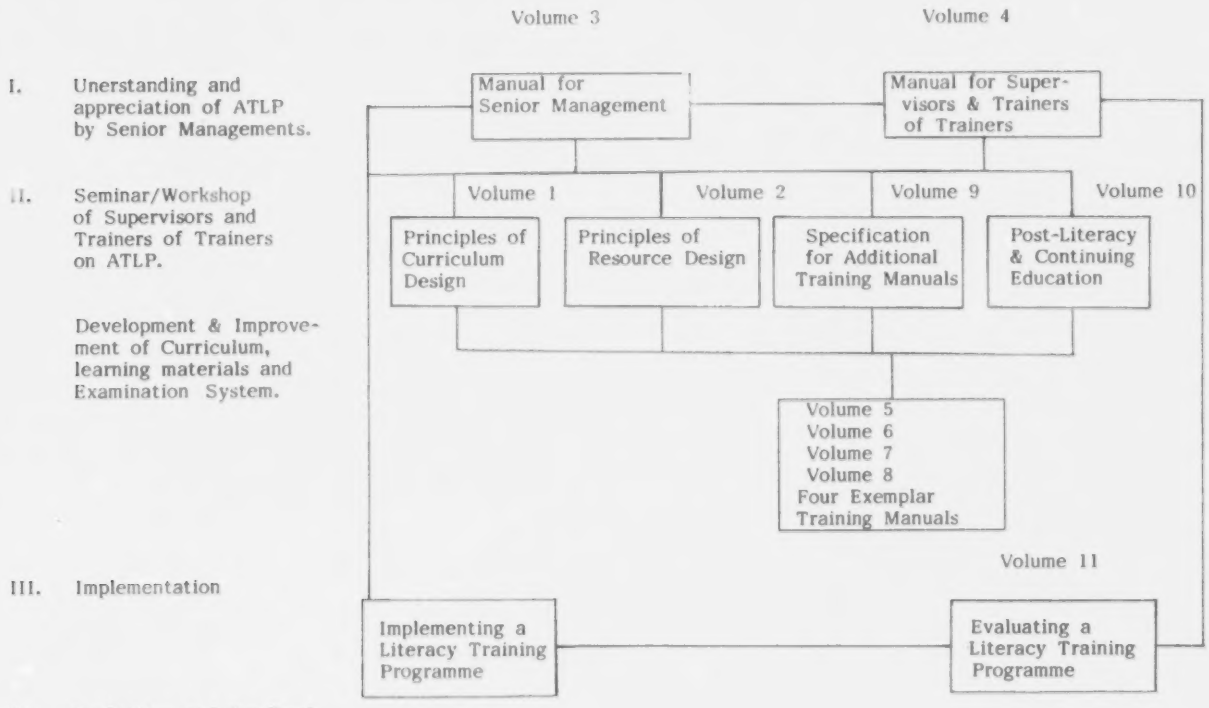
For the proper implementation of ATLP, personnel in senior management positions both in both Government and NGOs sectors should understand the need for improving literacy programme and the potential role of ATLP in improving literacy programmes in their countries. Volume 3 is prepared keeping in view the needs of busy senior officials and explains ATLP in a short easy-to-read, but challenging way.

Volume 4, "Manual for Supervisors and Trainers of Trainers" is the key Volume which is meant for those who will develop training manuals and train instructors. They may be called by different names in different countries. ATLP has called them Supervisors and Trainers of Trainers (Level B personnel).

The relationships between the 12 Volumes making up ATLP is illustrated below:

The Volume 12 explains the processes for developing a national curriculum and teacher training manuals; provides guidelines on how to implement them and reviews procedures for monitoring, evaluation and follow-up of the literacy personnel training activities.

APPEAL Training Materials for Literacy Personnel (ATLP)


Volume 3
Volume 4
I. Unerstanding and appreciation of ATLP by Senior Managements.
Manual for Senior Management
Manual for Supervisors & Trainers of Trainers
II. Seminar/Workshop of Supervisors and Trainers of Trainers on ATLP.
Volume 1
Volume 2
Volume 9
Volume 10
Principles of Curriculum Design
Principles of Resource Design
Specification for Additional Training Manuals
Post-Literacy & Continuing Education
Development & Improvement of Curriculum, learning materials and Examination System.
Volume 5
Volume 6
Volume 7
Volume 8
Four Exemplar Training Manuals
Volume 11
III. Implementation
Implementing a Literacy Training Programme
Evaluating a Literacy Training Programme
IV. Evaluation and Feedback.

Conclusion

The ATLP series of twelve volumes presents an exemplar of a total system for the training of literacy personnel for any country. It represents a systematic approach based on a carefully planned curriculum; appropriately designed resources and a structured approach to training and management.

Its implementation, however, must vary from country to country. As an exemplar it should be seen as an initial step in the development of a comprehensive literacy programme. How this step is followed up by any country will depend on needs, policies resources and limitations. For example factors such as the initial level of literacy in the country; the number of languages spoken; demographic factors; the budget available and the political will to bring about change will determine how the programme is implemented.

An especially important factor is the availability of relevant manpower. The success of any literacy programme depends on the availability of people at high, middle and lower levels of management who are willing and able to make it work. Training, therefore, not only of those who are illiterate, but of those involved in setting up all aspects of a literacy programme, becomes the key to success. The strength of ATLP is that it provides a clear exemplar of how such training can be accomplished efficiently and effectively.

Another important point is that for success, any programme needs to continuously evaluated and modified according to need. There is a natural human tendency to keep moving forward and not to look back to learn from the past. ATLP provides mechanisms for continually assessing improvement in literacy and for monitoring and evaluating the effectiveness and efficiency of the literacy programme as a whole.

It should also be stressed that the development of literacy is only a step towards improving the quality of life of all citizens. It is a necessary, but not sufficient condition for the emergence of autonomy in learning, for the growth of continuing education and for the evolution of a learning society. Movement from stage to stage in this growth will vary from country to country and the level of development in this regard must be carefully understood if ATLP is to be effectively implemented.

The ATLP approach presents a framework and an opportunity for those Member States who may need to do so to review and upgrade their literacy training programmes. In some countries there is no agreed training curriculum. Literacy materials are uncoordinated and unrelated and are not written according to agreed principles or standards. In some countries a central curriculum exists but literacy materials have been developed independent of it. In other countries a curriculum and related materials do exist but for various reasons are in need of revision and upgrading. ATLP provides a framework and a mechanism for bringing about effective change.

And finally, ATLP is important for another reason. Its principles can be applied not only to literacy training but to other areas such as the in-service education of teachers; the improvement of school level curricula, the development of general training systems and the development of continuing education.

As a next step Unesco plans to develop a set of related materials intended mainly to help member states in the development of continuing education. In this way it is hoped the Region will move forward more rapidly in improving the quality of life for all.

Implementation of ATLP

In order to strengthen training programme for Literacy and Continuiing Personnel in the context of APPEAL, a training Network for APPEAL has been established. The First Regional Committee Meeting of the Training Network for APPEAL was held in Chiangmai, Thailand from 1 to 7 August 1989.

The Meeting was followed by the First Sub-Regional Workshop for Training of Literacy Personnel from 8 to 22 August 1989. The workshop provided training experiences to the key literacy trainers from the Member States on the training of literacy personnel utilizing ATLP.

Many Member States have already undertaken action to implement ATLP for example:

Bangladesh has organizing two workshops on ATLP and developed a learning materials for the learners together with teacher's guide. It is also planning to organize a series of workshop at the national and sub-national level to train literacy personnel in utilizing ATLP approach.

China has translated Volumes 1, 2, 4, 5, 6, 7, 8 and 9 of ATLP in Chinese language and they are utilized as reference document for the training of literacy personnel in many provinces. China is also planning to translate Volumes 3, 4, 10, 11 and 12 in Chinese language.

The State Commission of Education in China is helping the Provincial Education Commissions to set up training institutes and use ATLP in their training programmes.

Indonesia has initiated project under which it will experiment ATLP in some areas and develop training materials to support Kejar Programme utilizing ATLP.

Laos has organized a National Workshop to adapt ATLP and it is planning to develop curriculum and learning materials following ATLP approach.

Malaysia is organizing a National Workshop to adapt ATLP Literacy Curriculum on 13-21 October 1989.

Nepal is also planning to organize a National Workshop to adapt ATLP to improve its training.

Thailand has initiated an action research project to improve Northern Region Curriculum, learning materials, teacher training and evaluation. This project was used as field work site by the First Sub-Regional Workshop for Training of Literacy Personnel (held in Thailand on 8-22 August, 1989).

Viet Nam is organizing two workshops on ATLP in 1990

Unesco PROAP has launched a Project called: "Regional Training of Literacy Personnel under APPEAL" financed by Unesco/Norway Funds-in-Trust. There is a three year from 1989 to 1991.

Under the Project Unesco/PROAP is organizing a series of Sub-Regional Workshop for Training of Literacy Personnel. The First Sub-Regional Workshop was held in Thailand and the Second one will be held in India for 1989. Similar workshops will be held in 1990 and 1991.

Unesco/PROAP is working very closely with Asian Cultural Centre for Unesco (ACCU) to coordinate ATLP with AJP, i.e. Asian Joinit Production Programme.

ACCU Report

Regional Literacy Programme in Asia and the Pacific by ACCU

1. Major Fields of ACCU's Activities

- Literacy
- Book Development
- Culture

Conducted by modes of: Co-production, Training & Others

2. Contents of ACCU's Literacy Programme

ACCU's literacy programmes are being conducted in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

- Development of materials for Neo-Literates
- Training of Experts on Developing Materials for Neo-Literates
- Others - Guidebook, Collection of model materials, Award, etc.

3. Development of Materials for Neo-Literates

(1) Asian-Pacific Joint Production of Prototype Mateials for Neo-Literates (AJP)

(a) Planning Meeting of Asian/Pacific Joint Production of Prototype Mateials for Neo-Literates in Rural Areas

		*(Participants)
lst Planning Meeting	5/1981	Tokyo *16
2nd Planning Meeting	12/1982	Tokyo * 5
3rd Planning Meeting	1/1984	Tokyo * 6
4th Planning Meeting	3/1987	Tokyo * 8
5th Planning Meeting	2/1988	Tokyo *10
6th Planning Meeting	3/1989	Tokyo * 8
7th Planning Meeting	2/1990	Tokyo -

(b) AJP Prototype Materials for Neo-Literates jointly produced

Number of AJP Prototype Materials (English) - as of March 1989-

	Book-let	Poster	Audio-Visual	Game	Total
1. Health - I (Sanitation)		5	1		6
2. Health - II (Nutrition)	2			2	4
3. Production	4	2		1	7
4. Science	1	3			4
5. Culture				3	3
6. Social and General	3	3	2	3	11
Total	10	13	3	9	35

Ideas on themes, formats and illustrations of these materials were designed based on the needs of Asian/Pacific countries which were collected and raised by on the occasion of the Regional Workshops, National Workshops and Planning Meeting of AJP so far organized. The materials were finally completed through the field-test in villages.

(2) National versions adapted from AJP Prototype Materials

(a) Number of national versions produced in participating countries is as follows:

Number of nationalversions produced in participating countries (1981-88)

	Booklet	Poster	Audio-Visual	Game	Total
Bangladesh	3	-	-	1	4
China	4	-	-	1	5
India	2	4 (2 lgs)	-	-	6
Indonesia	5	6	-	3	14
Malaysia	5	5	-	2	12
Maldives	1	-	-	1	2
Nepal	3	2	-	1	6
Papua New Guniea	-	-	-	-	-
Philippines	6 (3 lgs)	-	-	3 (3 lgs)	9
Thailand	2	4	-	4	10
Viet Nam	2	1	-	-	3
Total	33	22	0	16	71

25 kinds of 35 AJP Prototype Materials have so far been published in 13 languages of 10 countries

The participating countries are expected to produce their national versions with giving necessary modifications to illustrations and texts, according to the needs and situations in each country, from among the AJP prototype materials.

(b) Assistance for Producing National Versions of AJP Prototype Materials

- ACCU provides in order to facilitate mass-production of the national versions of AJP prototypes, a set of positive films for colour printing of the national versions translated and adapted from the AJP materials.
- ACCU will provide assistance by purchasing national versions for free distribution under the "Noma International Literacy Fund, ACCU" every year by the year 2000.

4. Training of Experts on Developing Materials for Neo-Literates

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

lst	1983	Japan and the Philippines 12 countries, 24 participants
2nd	1984	Thailand 11 countries, 24 participants
3rd	1984	Thailand 11 countries, 18 participants
4th	1985	Japan 7 countries, 16 participants
5th	1987	India 10 countries, 18 participants
6th	1988	Malaysia 13 countries, 22 participants
7th	1989	Nepal

* participating countries (14):
Bangladesh, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Viet Nam

(2) Assistance to national follow-up activities of the Regional Workshop

Fiancial assistance are given to such national activities conducted by respective participating countries to follow-up every Regional Workshop as:

(a) Organization of a national workshop on preparation of literacy follow-up materials where AJP materials are used.

(b) Production for local use of the AJP materials fo far produced

(3) Sending and International Team of Experts of Materials for Neo-Literates to the National Workshop in the Member State

			Participants
lst National Workshop	1986	Nepal	36
2nd National Workshop	1986	Indonesia	30
3rd National Workshop	1987	China	34
4th National Workshop	1988	Viet Nam	25
5th National Workshop	1989	Pakistan	27

5. Others

(1) Co-production of "Guidebook for Development and Production of Materials for Neo-Literates"

(2) Production of "Selections from Literacy Materials in Asia and the Pacific

(3) Awarding of ACCU Prize for Fully Illustrated Literacy Follow-up Materials

First - 1987
Second - 1989

Material so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Area (1981-1988)

Format / Category	Booklet	Poster	Game	Electric Media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wip out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables		- A Balanced Diet (rotating piegraph) - Nutrition(card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (Step by step game)		7
4. Science	- Use of Gas from Daily Wastes	- Do You Know Numbers - Let's Safely Use Electricity - How to Improve the Well System			4
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living	- Let's Read - The River & Us - Public Pollution inside Bus	- Building up a Happy Community (Sugoroku) - Let's Repair our Village Road Together(Endless Strip Cartoon) - Good Use of Water (Jigsaw Puzzle)	- Water in Everyday Life(slide kit) - Let's Form a Cooperative(Cassetee drama/Radio Program)	11
Total	10	13	9	3	35

Country Report

CHINA **A Survey of Literacy and Literacy Materials, Especially for Women in the People's Republic of China**

The Government of China attaches importance to the literacy undertakings, especially to women's literacy. The literacy education has been one of the main tasks of our government at all levels for a long time. Between 1949 and 1988, we educated 163.55 million illiterates. The illiterates in our country's population went down to 20.6% from the original 80%. Of the resulting neo-literates, most were women (about 1.1 billion). The State Education Commission held the National Literacy Undertakings Conference when "Regulations on Literacy Undertakings, China" was issued by our State Council last year. Since then, our literacy undertakings have made great progress. We educated 2.5 million illiterates all over the country once again between November, 1988 and August, 1989. Nevertheless, our country is still one of those with the most illiterates in the world. At present, there are still 220 million illiterates, including 160 million illiterate women who make up 70% of the total, in our country.

The women account for one half of the population in our country. They are a great effective force in our reform and construction. Their quality, low or high, influences extremely our socio-economic progress and development. It is easily found that the modernization can not be realized in a country which is full of female illiterates. Furthermore, the low cultural quality of women directly hinders the realization of their democratic rights and the improvement of their social position. In order to boost women's literacy undertakings, our governments, education authorities, and women's federations at all levels constantly try to find out or study various effective methods of literacy education.

Because of the influence of outdated conventional ideas and the force of old habits, it is more difficult for illiterate women to participate in the literacy courses than illiterate men. That is why (a) there are more illiterate women in villages; (b) there are more neo-illiterate women from serious primary school drop-outs; (c) there are more older people among the illiterate women; (d) there are more illiterate women in the remote and poor rural areas; (e) most of the illiterate women have a heavier burden of housework. So, firstly, we must arouse their self-awareness and make them conscious of their social function and duties. They must be persuaded to cultivate their own sense of social responsibility and consciously take part in literacy courses in order to reach acceptable literacy standards, to enhance their quality, to strengthen their competitive abilities and to become new women with self-respect, self-confidence, self-support and self-improvement. Secondly, we must clear away the obstacles to their study. That is, we should convince not only the parents of unmarried illiterates but also the parents, husbands and relatives concerned of the married illiterate women, to make them recognize the significance and importance of women's literacy and support women's literacy activities. Thirdly, it must be fully considered that they face different circumstances, conditions and special difficulties while organizing them to participate in the literacy courses. So we can work out relevant effective measures, as follows:

1. To consistently and seriously carry out The Compulsory Education Law of China. Every local government should seriously criticize, persuade and educate, even punish those parents who stop their children going to school on time or compel their children to leave school to work, farm or engage in trade, especially in those units which employ child labourers.

2. To match measures to local conditions, different people and seasons, flexible and varied ways should be used to organize the illiterate women's study. Generally, the villages and townships, in which there are more illiterate women, can hold women's literacy classes/groups with a fixed teaching timetable. Contracts between teachers and illiterates are signed to guarantee teaching and learning with a flexible timetable and separate teaching methods in the remote and scattered residential areas, where there are fewer illiterates. In addition, some of the public are selected to help out the illiterate women who have more housework or disabilities to join the literacy courses; at the same time, temporary nurseries are established for those who have younger children in many local areas, etc. All of these practices result in reducing their burden and strengthening their learning consciousness.

3. To produce and compile neo-literacy follow-up materials in the light of the illiterate women's characteristics, to meet the needs of their study, as well as continuously improving teaching methods to accelerate the progress of their literacy.

After the issue and implementation of our Regulations on Literacy Undertakings, many provincial education authorities organized compiling forces to reproduce and adapt some neo-literacy follow-up materials through community study and investigation. These materials suit the requirements which the farmers want to keep themselves from poverty, and they combine learning to read and write with studying practical science and technology, containing general living knowledge. Such materials are warmly welcomed by the literacy teachers and learners on account of their strong attraction and consistency of learning and

application. Besides, the materials especially consider the special needs of the illiterate women. For example, Literacy and Technical Textbook, respectively compiled by Henan and Shandong Provinces of China, has the contents of Marriage and Family Life, Birth Control, How to Educate a Child, Equality between the Sexes, How to Make Allowance for the Women in their Productive Labour in accordance with their Physiological Conditions and so on.

As the majority of the illiterates are women some of provinces in our country have given consideration to the preparation and adaptation of neo-literacy materials exclusively for female illiterates. Among those doing this work, are Hunan and Jiangsu Provinces. A textbook which is being prepared by Hunan Education Commission, consists of two volumes. Book I is mainly for literacy, entitled Let Us Learn; Book II is for follow-up literacy, entitled Let Us Continue to Learn. The books' manuscripts have been finalized, and it will be published and distributed to the broad masses of illiterate women by the end of this year. The literacy follow-up materials, Literacy and Technical Textbook for the Women in Villages, jointly compiled by Women's Federation and Adult Education Bureau of Education Commission of Jiangsu Province, has been published and 150,000 volumes issued. The above books have the same feature - the contents are aimed at illiterate women. The compilers went to villages to do a community study which was undertaken through observation, interviews and paying visits to some families with the object of obtaining information on rural social economy, literacy education, sanitation and health, birth control, the literacy levels of women learners and their needs, etc. before they revised and finalized their manuscripts. Therefore, the contents fit actual requirements and attract warm interest from women learners. Moreover, Henan materials which will be finished next year. In a word, this is a trend to produce and develop the literacy and literacy follow-up materials, in particular for women.

In our country, we vigorously support and pay much attention to every activity held by PROAP, ACCU for Unesco. Entrusted by Unesco PROAP, we ran a Training Programme for Women's Literacy Cadres in Zhengzhou, Henan, China in Jan., 1987. More than 60 participants from every province deeply analyzed and understood the situation and problems of women's literacy while exploring how to deal with them through listening to the experts' reports, field investigation and group discussion. This programme played a positive role in promoting the development of our literacy undertakings. We have sent personnel concerned to participate in every regional workshop on the preparation of literacy follow-up materials in Asia and the Pacific and carried out the workshop follow-up activities since 1983. As one of compilers, I have been involved in the follow-up activities of the fourth and sixth regional workshop. We have translated and adapted four kinds of AJP materials which were distributed to every provincial education authority and the compilers for reference of developing literacy follow-up materials. Of these AJP materials, 10,000 volumes of Bamboo Handicraft, translated and published by the People's Education Press, China, were issued to the compilers and some literacy learners free of charge. It is reported that Sichuan province, China will translate and adapt several AJP materials selected. This work is underway.

From July 25 to 30, this year, we organized a national training programme for the persons who took charge of the preparation of literacy and literacy follow-up materials in Tongling, Anhui Province, Ch... There were over 60 representatives and literacy workers from 11 provinces of China in the programme. It was one of the literacy follow-up activities for the Sixth Regional Workshop in Malaysia last year. Mr. Li Jiyuan and Mr. Sun Fengqi, the division chiefs of Department of Adult Education of our State Education Commission attended it as advisers. Mr. Fang Debo, who participated in the Sixth Regional Workshop in Malaysia, made his report to the trainees. Then everybody studied Guidebook for Production and Development of Neo-literate Materials published by ACCU. They found it was a valuable book since it, in a systematic way, elaborated a series of questions about the production and development of literacy follow-up materials in terms of theory with practice. It tooks a directive function in our preparation of literacy materials. The State Education Commission of China has translated and published both Parts I and II which were issued all over the country. The persons who are engaged in the development of literacy materials use them for reference. Apart from these, the Education Press of Helongjiang Province, China is translating and publishing 12 volumes of literacy training materials published by PROAP.

INDIA

In India for ages women have been subjected to varying degrees of social discrimination and economic exploitations. She is subjected to prejudice in an orthodox milieu and have to be content with a secondary place in the society. Exploitation of women is not limited to home or family but also extends beyond these frontiers.

I. Magnitude of problem:

Right from birth she has to fight for survival. Though medical researches have proved comparatively better survival chance of female baby; still the gender imbalance is quite obvious. The sex ratio (the number of female per 1,000 males) continues to be highly unfavorable to females.

It is interesting to note that the age specific sex ratio declines sharply with the increase in the age group. Sex ratio in the age group 0-4 years is 975,940 in the age group 5-9 years and declines to 896 in 10-14. Its main reason is high rate of mortality among females.

Female infant mortality is higher than males. In rural areas, difference is more glaring. According to Unicef report this is because of social discrimination and neglect of females in the matter of health care.

Although health facilities have been increased tremendously since independence, the maternal mortality rate continues to be high. The main reasons are handling of deliveries by untrained dais, frequent births, anemia and malnutrition. Despite the legislative provisions banning child marriage in rural areas child marriage is quite common.

Literacy Situation and Role of Government:

The Government of India is continuously trying to change the place of women in society. Many efforts have been made to improve the status of women. Our constitution forbids any kind of discrimination against women. They have been given equal rights of inheritance, jobs and wages, etc. But much remains to be done to concrete action.

Prevailing socio-economic situations and the age old beliefs and customs remain the main cause of obstacle in implementing these legislations. Hence, the status of women can not improve till they realize their full identity and power in all spheres of life and for this they need greater access to knowledge and reasoning. They must have ability to plan their lives and have greater control over their destiny.

Keeping in view the importance of women's literacy and falling in line with National Programme of Adult Education, the National Literacy Mission (NLM) has been launched on May 5, 1988 which lay special emphasis of women's literacy.

Women's equality has been built into this NLM document as one of the objectives in qualitative terms. Many rules have been relaxed in case of opening women literacy centres and while appointing female instructors. 'National Policy on Education' has given prime importance to women's education.

It is a known fact that through literacy women become aware of their social and legal rights, learn and improve income generating skills, acquire a voice in the affairs of the family and community and move towards equal participation in the processes of development and social change.

According to 1981 census, female literacy rate was 24.82 percent against the male literacy rate of 46.84 percent, bringing the average rate of national literacy to 36.23 percent. The literacy rate among rural women was still lower, 17.96 percent as against the national average rate of rural literacy of 29.65 percent.

Literacy in India, 1901 - 1981.

Percentage of literates to total population

Years	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	25.0	7.9
1961	24.0	34.4	13.0
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8

Source: (1) Census of India 1981, Series-1, India Paper 2 of 1983, p.15
(2) Sharma O.P. & Retherford Robert D., Recent Literacy Trends in India, Census of India. Occasional Paper No. 1 of 1987, Office of the Registrar General and Census Commissioner, India, pp.7, 16.

Amongst the SC + ST (lower castes), the national average rates of female literacy rate is 10.93 and 8.04 percent respectively. In rural areas for these communities the rate of literacy is 8.45 and 6.81 respectively.

Education imparted to women must enable them to develop self-confidence, self-efficacy, self-determination and to move from passive acceptance to dispassionate reasoning, questioning, understanding and rationalizing.

Simultaneously males must also be educated about the benefits of female literacy. So that they willingly allow women to participate in literacy programme.

Literacy material for women:

Instructors kit: One of important factors which affects the duration of literacy learning is good instructor. She should be motivated and knowledgeable. To improve the centrality and improve the motivation of instructor, an instructors' kit is being prepared. This kit includes a manual, a resource book, games, teaching aids, diary (personal diary) badge or identity card, measuring tape, pencil rubber and ruler & a calendar.

Resource book gives her scientific knowledge about different aspects of Population Education, Legal Education, Health, etc. Manual gives technical information about running of centre and teaching useful methodology. Beautiful diary giving many useful information in the diary she can write her experiences. It will be her personnel possession. Badge or identity card which she can wear as a symbol of status. Games and calendar can be used in her house as well as centre. She will be proud of these things.

It is hoped that this kit will help instructor in gaining knowledge and raising his status at her home and centre.

Basic literacy material:

All the basic literacy material has been revised. Now workbook and arithmetic have been integrated in the primers itself. The pattern of the primer will be same for the whole India. The primer will be in three parts. Each part is meant for a certain stage. In each part there will be three tests i.e. eight formative tests and one final test. After every three test learner will get a certificate. This will give recognition and motivation to learner as well as teacher also because teacher will sign these certificates.

A lot of debate is going or whether women must have separate primer or not. Directorate of Adult Education and some state Resource Centres and Directorate of Adult have produced primers for women, in which women and child health have been given prime importance, Khilti Kaliyan primer produced by DAE, is being supplemented by video tape. This video tape is very effective and Unicef is working on a project to asses its effectivity.

Primers on issues other than health are also being produced in which women empowerment is the central theme.

These primers are based on either analytic or synthetic method.

II. Post Literacy Material for Women in India

Introduction

For the promotion of literacy a National Mission has been set up because literacy has been identified as an indispensable component of human resource development. National literacy mission aims at improving the pace and quality of learning through application of technology and scientific research to impart functional literacy to 80 million illiterate persons in 15 - 35 age group by 1995.

Researches and evaluation studies done by different organizations have revealed that the programme is plagued by alarming incidence of relapse into illiteracy. Majority of those who are covered by the Adult Education Programme do not reach a stage of non-relapsable literacy. They become illiterate again.

The Government of India gave considerable thought to this problem and revised the course duration and structure of AEP. Instead of 3 years duration, the adult education course is now of 2 years duration. 8 months for basic literacy, 4 months for post literacy and one year for follow up. To ensure that the gains of literacy are permanent, this phased programme of post literacy and continuing education has been implemented. The principal instrumentality for this are Jana Sikshan Nilayams.

These JSNs will be the centre of post literacy and continuing education, vocational courses, etc. Up to 60,000 JSNs will be opened by 1990. Out of these 30,000 JSNs have been established in different parts of country.

A JSN will be set up for a cluster of 4-5 villages (population about 5,000). But it is being felt that in case of women learners these JSNs are not very useful because it is very difficult for them to go such a long distance. So for them solution of post literacy is being searched and Government is thinking of establishing JSN in every village.

In addition to JSNs continuing education will be provided through:

- Employers, trade unions and concerned agencies of the government for the workers and other employees.
- All post-secondary education institutions including universities, colleges and polytechnics to give extension work the same importance as they do to instructions.
- Libraries and reading rooms in the educational institutions to be opened to public in the evenings.
- Non-formal programme of vocational and technical education based on the needs and interest of learners to be organized on a large scale, ensuring that women participate in such programmes with men.
- Mass media to supplement other programmes.

Main focus of the NLM is towards women and SC/ST (lower caste). Women's equality has been built into the NLM document as one of the objectives in qualitative terms. Not only this as a matter of policy an AE Centre has to enroll 30 learners but in case of women it could be opened for 20 learners, if learners are not available. Also in appointment of instructors, preference will be given to women candidate even by adjusting the minimum qualification and making arrangements for their continuing education.

In addition to this "National Policy on Education" has given prime importance to women's education.

Post literacy material for women

A lot of material has been produced for women. These materials are not only in book form but also posters, magazines, newspapers games, slide shows films and street corner plays are being produced. Audio tapes of songs have been produced to motivate women for literacy. Posters with very little written language have also been produced for this purpose.

These materials are graded so that after reading them learners not only get information, knowledge and understanding but also get a better command of

language.

In this light following material has been produced for women.

1. Material on mother and child care:

The main focus of most of these material is towards children's health, because children's health is one of the most important concerns of women. Material on pre and post natal care, spacing, nutrition, immunization, diarrhea, minimum age of marriage and sex education is freely available.

2. Skill based material:

The problem of women's illiteracy is inextricably linked to the problem of poverty. Besides socio-cultural factors that hinder participation of girls and women in any educational programme, there are basic economic reasons for women's lower participation rates in the AEP. Keeping this in view material on cutting and tailoring, embroidery, hena applications, etc. have been produced. These materials give basic knowledge about these skills. In addition, materials have been produced which give knowledge and information of Government Schemes which are meant for women. In case of working women cultural barriers and religious taboos do not allow any protective and anti-exploitative legislations to reach them or benefit them. It also denies access to the custody of their own income which they earn with their sheer hard work. These difficulties may be over come by joint action.

For this purpose material on self-employment and cooperative have also been prepared. Not only written material but audio-visual material has been prepared. So women with limited literacy can also understand the complicated procedure of cooperative formation and its working. Importance of group work and joint action is being emphasized through them.

3. Legal literacy material:

Most of the women don't know about their legal right. For this purpose legal literacy material on Hindu Marriage Act, Adoption and Maintenance Act, Anti Dowry Act, consumer act, laws for working women, etc. have been produced. These laws have been written in a very simple language and 50% illustrations have been given to supplement the laws. These things make the law very easy to understand by common people.

4. Material on socio-cultural problems:

Education imparted to women to enable them to develop self-confidence, self-efficiency, determination and self help to move from passive acceptance to dispassionate reasoning, questioning, understanding and rationalizing. They must come out of cultural barriers and religious taboos.

Now material is being produced focusing on the socio-cultural problems like dowry, status of girl child, importance of women at home, decision making, sati, drinking, etc. These materials don't give simplistic solution, but pose questions to the reader so that they start thinking. During training programmes and in the class women discuss their problems themselves and sometimes come with very relevant solutions.

5. Material on modern technology:

All the time women are busy with the house hold chores like cooking, getting water from well or stream or fetching wood form forest for cooking. These things make them very tired and they don't get any time for reading. Now scientists are giving serious thought to this problem. Modern technology is being used to produce solar cooker, smokeless culha (stove), biogas, chakki, etc.

Material in simple language is available on these complex things.

Preparation of material

Most of the material being prepared is based on the assumed need of women and by and large these needs are decided by professionals. They don't do any study of the reading habit or actual need of the learners. Books produced by the Directorates of Adult Education under "Prize competition scheme" are typical example of this. Directorate identifies few schemes and writers are invited to write on these theme. Thus mostly materials are same.

State Resource Centres also produce material on the theme which they think are of National concern and are important under AEP.

But since last year DAE has organized 3 regional workshops - in Patna, Mysore and Chandigarh. These workshops were based on the pattern of fifth regional workshop of ACCU. Some procedure was adopted and lot of valuable material was produced during that workshop.

State Resource Centre Jamia also organized workshop with a little difference. Here no experts were involved. The participants were real learners, instructors and supervisors. These workshops were organized in the resettlement colonies and villages The report of one of the workshop is being attached. See Annex 1.

Important points to be considered while preparing material for women

1. Most of the material produced for women is addressed towards women but the problem of women is social. So is it enough to address women only? Or the material should address to males also? In India there is a lot of debate on this.

2. Women is exploited by women also. So should we not prepare material on this theme also?

3. Entertainment need of women are no less

important than their information need.

4. Is it right to write for women without consulting them?

5. Series of material should be produced. It will enable the reader to move from simple to complex information and ideas. While talking of series it does not mean in terms of information only but also in terms of language which will naturally be graded leading the neo-literate from her last point of basic literacy to a fairly advanced level of language skill.

Annex - I

A socio-drama workshop was organized in collaboration with the Bharatiya Adamjati Sevak Sangh a voluntary organization working in the field of adult education. Forty-four instructors took part in the workshop. AE instructors themselves identified the problems and needs of the target group. They developed the story to present the most urgent problem in a convincing way. On the fourth day, they staged the drama in front of an invited audience.

A planned and organized approach is essential for the development of socio-drama. The steps followed were:

1) Orientation of participants in communication skills

Participants were introduced to different forms of communication with special emphasis on socio-drama.

2) Identification of target group

The target group, as identified by the AE instructors, was found to be females between the age group 15-45 years. All of them were illiterates or semi-literate housewives, the husbands of most of whom are truck drivers or factory workers.

3) Identification of problems for drama

Identification of problems and constraints in the life of the learners and an examination of social, economic and cultural factors of the target group was essential because we wanted the drama to be based and linked with the learners problems so as to help them to improve their quality of life.

We presumed that the instructors were already working with the learners so they were aware of the learners situations and living conditions. Every instructor was provided with ten slips of paper to write the ten most crucial problems of the learners. Those problems were put in order and divided into the following five categories:

a) Educational
b) Socio-cultural
c) Community
d) Health and Family welfare
e) Economic

These general problems were again broken down into sub-problems. Every problem was discussed with the participants and the priority of each need was identified by converting the data into percentage.

Priority List

Date: 29.0.2.88

Place: Mangolpuri Khurd, New Delhi (A village near a resettlement colony)

Target group
1. Age group - females between 15-45 years
2. Level of literacy - illiterate or semi-literate
3. Profession-House wives (husbands of most of whom are truck drivers or factory workers)

General Problems	Sub Problems	(%)
1) Educational	Education of children, problems in attending literacy centre, problems of learning	38.7
2) Socio-cultural	Drinking, Dowry, Wife beating, relation with in-laws, harmful customs and beliefs, etc.	31.8
3) Community	Water, ration, electricity environmental pollution, etc.	9.2
4) Health and family welfare	General health, family planning, personal hygiene, population education, nutrition, etc.	13.4
5) Economic	Unemployment, low wages	6.9

Although "Education" problems showed the highest persentage, "drinking of alcohol" was adopted as the theme of drama, because the participants, through discussion, came to the conclusion that this problem was the most crucial and urgent. It was also one of the most difficult problems for wives, mothers and other concerned persons to tackle.

4. Solution to the problem

After identifying the problem, the participants were encouraged to consider the social context of their learners and to find out the most imaginative and courageous solution to the problem. For this purpose the group was divided into four sub-groups. Each group had discussions in a democratic manner. The discussions were lively and the groups were enthusiastic. While discussing, the participants became more sure of themselves and their capacity for effective action.

After a thorough discussion, every sub-group presented its report and each report was again discussed in the whole group. Finally, the participants came to the conclusion that this problem could be solved within the community. They observed that the major sufferers from this problem were women and children. So women must find out together to put a stop to drinking. They decided to stage a play, to show everyone what a group of women could do.

5. Planning and story of the drama

The story of the drama was developed from the actual ideas and experiences of the participants. The group invented the story and figured out how to present the problem in a convincing way. While preparing the story the following points were taken into account:

(1) Care was taken not to preach because entertainment is more powerful than preaching. Few people enjoy being told what they should not do especially when they come to have a good time.

(2) The story should be entertaining with an element of education.

(3) The story should be linked with literacy.

(4) Song and music make drama more entertaining. So it was decided to open the drama with a song and use two more such songs with messages which people may pick up and continue to sing, were added. There should be no formal dialogue. The actors were encouraged to speak their own words rather than simply parroting the lines.

(5) The play should be made lighter at moments by giving funny names to the characters and cracking funny jokes by the drunkards. These provide "comic relief".

After developing the structure of the story, the group was again divided into four sub-groups, and each sub-group was assigned the task of writing a scene of the story. Within an hour, all the groups finished their job. The various bits and pieces were joined together, gaps were filled by the experts and within half an hour the story was ready to be acted.

6. Staging of the play

The characters were selected and rehearsal started. Speaking in public was not easy for the instructors. At first they felt embarassed to go in front of the group and were doubtful about being able to memorise the dialogues. But slowly they gained confidence, because most of them were actors and the audience at the same time. It was amazing to see how fast their self-confidence grew and the next day they enthusiastically presented a 25-minute-drama for visiting instructors and invited guests, speaking loudly and clearly in their own words. Their increase in confidence made the effort more than its worth.

Discussion following the drama

Generally, socio-drama staging is followed by discussion to help the audience relate personally what they have seen. A follow-up discussion helps to turn playful acting on the stage into positive action in the community. But in the present case a follow-up discussion was not possible because the drama was staged before the instructors and invited guests.

However, the method of organizing and possibility of using it effectively in an AE centre were discussed. The consensus was that it could be effectively used in an AE centre. It was also found to be a powerful media to carry message beyond the AE centres to the community.

INDONESIA Literacy Programme and Women Situation in Indonesia related to ACCU Activities

I. Introduction

The Indonesian archipelago is situated between the Pacific and the Indian Ocean and comprising of 17.000 islands. The total population by the year 1988 is about 170 million and over 80% of the population live in the village and earning a living through farming (agriculture).

In 1978, there were 19.804.247 illiterates between 10 - 45 years out of 76.080.664. In 1980 there were about 17 millions illiterates between age 7 - 44 years and from those, there were 11 million women.

Since 1978, practically at the beginning of Repelita III (the 3rd Five Year Plan) the Ministry of Education. In the case the Directorate General of Non Formal Education has launched a new style of literacy Programme called Package A Programme in eradicating illiteracy. This programme was aimed not only to teach how to read and write in Latin characters, but also to eradicate simultaneously 3 (three) blindnesses, i.e.

1. Blindness in Latin characters and numeracy.

2. Blindness in Bahasa Indonesia (the national language) and

3. Blindess in Basic Education

This Basic Education Programme concerns with functional information of knowledge, relevant skills and innovative development oriented mental attitude.

II. Literacy Programme in Indonesia

Learning from the past, especially the weakness of the literacy program, the Ministry of Education and Culture in 1977 proposed a new grand strategy of illiteracy eradication called "the Kejar" program with a chain reaction system of geometric progression.

Non-Formal Education Programs in Indonesia are directed towards creating a new climate in which every educated person are called upon and committed to serve as volunteer to help fellow human beings with little or no education, both in the new style illiteracy eradication program as well as in other non-formal education learning activities. We now propose a new method of "each one teach ten", and the process, as far as possible must be done on a chain-reaction system of geometric progression. An educated person helps 10 person and each one in turn helps 10, 1-10-100 and so on.

As already stated, the literacy Programme as commonly called Kejar Package A Programme in Indonesia was aimed at abolishment of three blindnesses. The Package A is mainly a set of materials consisting of 100 booklets, as follows:

Series A1-A20; contains basic reading writing, arithmatic and Indonesia language.

Series A21-A60; contains more advanced readings and additional skills covering various aspects of life.

Series A61-A100; contains wider and selected specific aspects of various areas of life.

In implementing the Kejar Package A Programme, a more decentralized planning is needed, particularly at the village level because the principle goal is to get as close as possible to the lowest target group who live mainly in the village.

All activities at the top level - the central, provincial, district municipality and the sub district Governments and the NGOs, are being implemented to support the real activities at the village level.

(A) NGO and Women's role

As mentioned before, women are the bigger illiterate target group than men (about 64%) and mostly (80%) live in the rural areas, mountains, coastal plains, isolated islands and even in the slum areas of some big cities. Many of them are still in poor condition, lack of skills and knowledge to play an important role in the family. Beside the Government sectors, the NGO's especially women organization have played an important role in running the Kejar Package a Programme. Some of them can be mentioned as follows:

* Dharma Wanita, an official women organization of Civil Servant Wives, from the Central Government (the wive of a Minister down to subdistrict chief) have been involved directly in the planning coordinating and implementation of the Kejar Package A Programme, especially for female learners. They introduce various kinds of women skills in order to earn money while learning Package A booklets.

* Dharma Pertiwi, the organization of army and police wives.

* Kowani, the Indonesian Women Congress.

* Other Religious Women's Organization.

* BUTSI, a voluntary service organization of college and university graduates for community development, especially in the rural areas, under the Ministry of Manpower.

* Pramuka, the Indonesian Scout Movement.

* KNPI, the National Committee of Indonesian Youth, and many others.

In Indonesia, a conscious effort to enhance the women's role began in 1903 when Kartini, a heroine, who bravely stated about the importance of women as a mother, a leader and a community member as well. That's why women have to take equal responsibility in the development of the community with men. Since that time the Indonesian women have been involved in any activity for the development of the community up to now.

Their status as partner of men in development should be taken to mean that women should be considered as both object and subject of development and have to be involved fully in decision making, planning and implementary development programs.

In 1978, the Government spurred the participation of women in development by creating position of a Junior Minister for the Role of Women which had been elevated to a full State Minister in 1983.

In cooperation with Unicef, the Minister's office organizes management training for women leaders short courses, conferences and publications to improve the quality of women's life, especially in the rural areas. This opportunity, poses a heavy burden to the professional women who will then be serving double function that is in the house-hold as a mother or wife, and in the society as a career woman who has to participate in the community development efforts her surroundings as well as earning money for the family.

In realizing women's role particularly as partners of men, women are facing many problems including:

- Illiteracy
- Lack of general knowledge and skills
- Limited employment opportunity
- Inadequate skill in developing a welfare family
- Poor sanitation, health and diet
- Low income

In this case lack of education or illiteracy may

be considered the core that causes other problems. That's why the Indonesian Government has paid great attention to this and set up an integrated program to tackle women's problems in order to uplift their standard of living. Literacy program has involved many parts of Government as well as NGOs as mentioned before. Because most of the target groups or learners are women, the supplementary materials that have been developed are also focused on women's daily chores, the problem and the solutions.

(B) Unicef Assistance for Literacy Programme and Women

Since the implementation of the Kejar Package A Programme, Unicef has been assisting this national NFE Programme in providing literacy and numeracy education to out-of-school children, youth and illiterate women.

Unicef supported the program through development and production of over 6.000.000 copies of Package A Booklets and other supplementary materials such as: Posters, folders, sound-slides recording cassettes etc. Through Health and Nutrition Programme, Unicef can motivate the participation of women to uplift their standard of living. There are two main programmes relating to Unicef assistance for 10 selected critical Provinces in Indonesia and some complimentary programmes as follows:

1. Kejar Package A Programme to wipe out 3 blindnesses.

2. Kejar Usaha (income generating) Programme to motivate the learners to work, to learn and to do small business to improve the family earnings.

3. Acquisition of learning materials for literacy programme, village reading centres, newspaper for villages, etc.

4. Personnel Training of Literacy Programme for Tutors, monitors and community education officials or task forces.

5. Monitoring, evaluation and supervision of the Programme implementation.

Through another Unicef Programme, the Posyandu (Village Integrated Service Posts), the community members also can be stimulate to participate in the literacy program because this program prepares the female community members to become providers as well as consumers of the services (there are 5 services included family planning service and immunisation for children).

(C) Literacy Materials for Women

Materials are needed to create a good learning process. In this case the Government has done various efforts to support literacy programs under the cooperation with Unicef and other NGOs, especially for women target group as follows:

1. Distribution of Package A Booklets to learners through Central and Provincial Offices of Community Education.

2. Design various types of supplementary materials to package A to serve as National prototypes at the National level and developing them in the provincial/local level based on the learners' needs, to include: booklets, posters, folders, games, flip-charts, cassettes, sound slides, etc.

3. Publication of communication bulletins, newspapers, flyers, to reach the target group in the village level.

4. Issue village newspaper for the villagers.

5. Develop various manuals/guidelines for tutors of learning groups, monitors, Communication Education Supervisors and other officials involved in the literacy programme.

Based on the survey conducted by IKIP (Teacher Training Institute in Malang, East Java) as well as by experiences, it was found that the Package A Booklets have reached all learners in the villages, but there was a serious shortage of supplementary materials in most provinces.

This is the actual challenge in the Kejar Package A programme, because it needs a substantial of budget. Ideally the supplementary materials should be developed for certain series of Package A which should be vary from one learning group to another, depending on the need of the learners. Another constraint is the skill of the tutor/instructor. A special course to develop different kind of supplementary materials needs to be organized. On the other hand, it is difficult to find permanent tutors for the learning groups as they are mostly volunteers from the community itself.

III. Production and Utilization of AJP Materials in the Country

During 1985 and 1988, Indonesia, as a participating country of ACCU Programme, has been developing othe AJP Materials in terms of modification of the topics and adaptation of the formats.

Some attempts have been made to develop them nationwide, but there were still problems in modifying the materials especially the allocation of budget. However beside the Ministry of Education and Culture, sample of AJP materials have reached other target groups under various training programmes conducted by sectoral agencies, such as:

a) The Ministry of Public Works: Directorate General of Irrigation for training materials of water-users (farmers).

b) Ministry of Man-Power: Family Planning Training Programme for workers.

c) Ministry of Home Affairs: Community

Development Training Programme for communiting leaders.

d) IKIP/University Programme as sample materials for teaching the subject of Media Development for Adult.

The table below shows the development of AJP Materials in Indonesia.

AJP Media developed in Indonesia
1985 - 1988

Type	Title	Modified Title
Poster	- Tree planting	- Bertanam pohon
	- Sanitation	- Sanitasi
	- Home gardening	- Berkebun di pekarangan (KJ)
	- Charcoal water filter for drinking water	- Minimum air bersih terhindar dari penyakit (KJ)
	- Life of Water	- Air sungai, air kehidupan (KJ)
Booklet	- The life of water	- Air, ibu kehidupan
	- Chiken raising	- Beternak ayam
	- Baby's food	- Makanan bayi yang sehat (KJ)
	- Bamboo handicraft	- Kerajinan bambu (KJ)
	- Use of gas from daily wastes	- Penggunaan gas (KJ)
Sugoroku games	- Building-up a happy family	- Mambangun masyarakat bahagia
Games/ others	- A balanced diet	- Makanan yang mengandun vitamin (KJ)
		- Pengaturan seimbang tiga kelompok makanan (KJ)
	- Pie graph (format only)	- Cara memasarkan hasil (KJ)
Sound slide	- Water in daily life	- Air dalam kehidupan seharihari (KJ)

Table B.1

Population by Sex and Age Group 1960 - 2000

Population	1961	1971	1980	1990	2000
Total	96.318.700	188.367.800	148.040.000	183.456.800	222.753.000
Female	48.824.900	60.029.200	74.429.400	95.017.900	111.490.800
% Female	50.59%	31.87%	50.28%	52.34%	50.05%
0-14 Years old					
Total	40.544.600	52.040.400	60.0[illegible].100	78.625.200	95.465.500
Female	20.080.700	25.555.600	29.226.600	38.002.200	46.459.900
15 Years and over					
Total	55.774.400	66.327.400	88.033.900	104.831.600	127.287.500
Female	28.744.200	34.473.600	44.589.897	53.011.400	64.367.000
Primary School Age Population					
Total	15.988.654	15.596.654	24.358.575	30.461.022	36.976.504
Female		9.906.882	11.839.897	15.274.822	18.504.734

*): Central Bureau of Statistic Projection

Table B.2

Number of Adult Illiterates by Sex 1960 - 2000

Adult Illiterates	1961	1971	1980	1990*)	2000*)
Total	28.574.932	24.344.654	18.336.242	6.955.900	None
Male	11.143.217	8.863.639	6.494.598	2.306.600	None
Female	17.431.715	15.481.015	11.841.644	4.649.300	None

*) Central Bureau of Statistic Projection

Table B.3

Literacy Rate by Sex 1960 - 2000

Literacy Rate (%)	1961	1971	1980	1990*)	2000*)
Total	43.00%	59.60%	70.10%	92.25%	100%
Male	63.70%	70.80%	78.90%	94.70%	100%
Female	30.70%	49.00%	61.50%	89.80%	100%

*) Central Bureau of Statistic Projection

Table B.4

Enrollment in Primary Education Enrollment
Net Enrollment Ratio, and Out of School

	1960	1970	1980	1990	2000
Primary Enrollment					
Total	8.995.098	12.856.092	22.487.053	-	-
Boys	5.072.547	6.638.014	11.416.807	-	-
Girls	3.922.551	6.218.078	11.070.246	-	-
Gross Enrollment					
Ratio x1)	56.10%	65.08%	91.80%	-	-
Total	8.955.098	12.856.092	22.487.053	-	-
Boys	5.072.517	6.638.014	11.416.807	-	-
Girls	3.882.581	6.218.078	11.070.246		
Net Enrollment					
ratio x)	58.80%	58.20%	84.60%	98.80%	99.76%
Total	8.122.015	11.501.138	20.748.073	30.095.489	36.854.477
Boys	4.342.036	5.933.102	-	15.004.777	18.469.943
Girls	3.779.979	5.568.036	-	15.090.712	18.384.534
Out of School					
Total	7.867.080	8.257.172	3.752.766	354.600	120.200
Boys	-	-	-	-	-
Girls	-	-	-	-	-

x1) GER 1986/1987 = 103.5%
X) 1986/1987 NER = 97.72%
1980/1981 = 7 - 12 out of school = 3,752,766

1986/1987 7 - 12 out of school = 583,609

25,044,383 (7 - 12 in the school)

25,627,992 (7 - 12)

Out of School (7-12 yrs)	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
	3,752.766	2.418.891	2.142.925	1.935.930	1.196.453	448.860	583.609

Table B.5

Percentage Enrolled in Grade I and
Survival until Grade V of Primary Education

	1960	1970	1980	1990	2000
Percentage Enrollment in Grade I					
Total	-	12.856.092	22.487.053	-	-
Boys	-	6.638.014	11.416.807	-	-
Girls	-	6.218.078	11.070.246	-	-
Number Enrolled in Grade I					
Total	-	3.214.800	5.221.513	-	-
Boys	-	-		-	-
Girls	-	-		-	-
Survival Rate until Grade V					
Total	5.60%	65.00%	72.00%	-	-
Boys	-	-	-	-	-
Girls	-	-	-	-	-
Group out					
Total	1.687.109	1.574.090 (7.00%)	1.210. 990 (5.70%)	1.120.893	1.098.476
Boys	915.545	927.000	619.317	659.557	621.239
Girls	771.554	647.090	591.673	461.336	477.237

*) Based on trend'

Primary School, Teacher, Student Development (1950 - 1987)

Year / Compoment	1950	1960	1970	1990	2000
Primary School	23.801	37.673	64.040	105.485	143.122
No. of Teacher	83.850	230.838	347.500	665.264	1.078.502
No. of Student	4.926.370	8.955.098	12.856.092	22.487.053	26.649.890

IRAN The Present Situation of Women's Literacy in Iran

1. The present situation of Women's literacy in Iran

The despotic and tyrannical regime of the corrupt pahlavi dynasty had left the Iranian society in a deplorable state of misery and adversity in all of it's social, cultural and economic aspects. The colonial and oppressive policies in an atomosphere of cultural alienation had kept the society, especially the class of women, backward. Illiteracy was at its highest ever. The majority of the illiterates were women; thus facing this class of society with complicated and immeasurable problems.

The Islamic revolution of Iran with the leadership of his eminence, the late Ayatullah Khomeini brought about fundamental changes. Undoubtedly one of these basic changes was the mobilization to eradicate the plague of illiteracy in the society and propagate the life-giving teachings of Islamic sciences and culture. Therefore special attention was to be paid to the issue of women's literacy. The honourable leader of the Islamic republic with a deep insight of the issue urged the authorities to pursue the scheme.

Since women are practically playing the role of guardians in many families and are continually enjoying greater opportunities to play a role in the social, economic and cultural fields, their education is of great importance to the Islamic Republic.

Evidently, equipping women with the armour of knowledge and teaching them how to read and write will help them in their being independent and improve their role in the society. This is especially enlightening when women's education is based upon the teachings of the authentic and man-making Islam which eventually leads Man towards god and Man becomes God's representative on earth.

In this regard, the literacy programme in our country - especially women's literacy started its work in January 1979 with the message of the beloved leader of the Imam.

One of the first measures taken was to devise text-books and syllabus design for the illiterates specially women who could not read or write.

In preparing the texts it was tried to choose the kind of material the nature of which would suit the needs of women individually or socially. This was designed to improve their situation.

The textual material exemplified the issues of families, hygiene and the role of women in society. It was hoped that through this programme women could identify the "self" and recognize their interaction and dependence as an individual being with the society, country and their ideologies. In this way women could get closer to each other and get a better understanding of their roles in the Islamic society in order to overcome their problems open mindedly.

Therefore, a massive national struggle in order to eliminate social, economic and cultural problems caused by illiteracy started.

Twenty-five thousand trainee teachers and women teachers were mobilized to carry out the responsibility of educating the women illiterates of their society.

The number of teachers undertaking the literacy programme held in more than fifty thousand classes country-wide has increased each year since 1979.

Every year more than 750,000 women attend the literacy classes all over the country. The 1988 census showed that 8,408,623 persons attended these classes and more than 5 million of them are women and half of the women have succeeded in attaining their diplomas for passing the course successfully.

80% of women taking part in literacy mobilization classes have been under 45 years of age. The majority of the pupils have been of the 10-19 age-groups and the second major age-groups between 20-29.

65% of the literacy programmes of the Islamic Republic aims at educating women. The literacy mobilization programme has focused its major effort in teaching how to read and write to young mothers.

2. The present literacy programme up to the world literacy programme of the year 1990

The literacy programme in Iran specially planned for the world year of literacy programme are as follows:

1) Teaching how to read and write to the necessary to educate children of the age-groups (6-10) deprived of educating due to living in under privileged or remote areas.

2) Teaching how to read and write to the illiterates of the 10-35 years age-groups.

3) Teaching how to read and write to the service men who are serving their military service in the armed forces.

4) Teaching how to read and write to the potential forces of the society working in the productive sectors of the country specially factories, industry and agriculture.

5) The continuation of this scheme and stabilization of its trend and prevention of the illiteracy growth through tutorial classes or correspondence courses.

6) Expansion of the literacy programmes among young mothers.

The above points have been planned and included in the five year government plan for the economic, social and cultural growth of the Islamic Republic of Iran. This scheme will start seriously from 1990 and it is predicted that illiteracy among the 10-45 years age-group will be completely uprooted. It is also hoped that the necessary to educate children between 6-10 years age group would enroll in the tutorial classes of the compulsory primary education.

3. We have produced easy type text books (stage 1, 2, 3) to the learners to reinforce and continue education which are given at appropriate times.

In addition to the easy text books. We have adopted version of AJP materials - life of water, in Persian language and is ready for production.

Appendix 1

The detailed new plan and programme of three levels Education System (implemented in 1988)

Textbooks:

- Farsi (Persian language) text book (reading, writing and mathematics) part 1 - preliminary level.

- Basic (Persian language) text book (reading, writing and mathematics) part 2 - preliminary level.

- Farsi (Persian language) textbook supplementary level. 1984 (to improve the skills of reading and writing)

- Quran and Islamic culture textbook 1984

- Basic level objectives:

1) to teach sounds and forms of Persian alphabet
2) to teach words and sentences
3) to discuss the subjects at the textbooks
4) to teach the syllabus
5) to teach how to read and write and understanding of the concept of the book
6) to teach the verses of the Quran

- Charts before basic level - the teacher use of charts in class to familiar learners for reading and writing.

Objectives:

1) Reading illustrations
2) To habituate the hearing to arrange the thinking and correct speaking.
3) To promote the public awareness of learners.
4) To create motivation for learning, reading, writing and leading the eyes from left to right side and from up to down (because of the Persian alphabet).
5) Promotion of the level of learners to write.
6) To teach the concept of a word and plural and single sentences.
7) To teach the sounds (the form of letters).
   Simple text book - Stage 1
   Simple text book - Stage 2
   Simple text book - Stage 3

- To improve the skills of neo-literates in reading and studying the other textbooks, promotion of the learning and their vocabulary to create motivation.

LAOS Adult Education in Lao PDR

1. **On adult education in Lao P D R**

Since the foundation of Lao people's Democratic Republic the government always attached a great importance to the education for the national development. It put forward the strategy that education should be one step ahead to the other sector and it is considered that adult education to be an urgent task of the eradication of illiteracy among all national groups. Long before, 95% of Lao population was illiterate, especially women as the majority. Since 1975, the Ministry of Education of the L.P.D.R. had organized various activities in order to carry out and develop adult education, so that the people can acquire the reading and writing up to 1984, we could eliminate illiteracy among adults (15 - 45 years of age) 755.870 persons, that is to say 98.75% (women: 67%). After the basic achievement of literacy, we continued to raise the educational level among some of the people: finish primary-school level for 127.324 persons (56.638 women), secondary-school level for 32.166 persons (11.444 women) high school level for 5279 persons (1482 women). At present, in 343 villages, 32 sub-districts and 4 districts the people have finished primary-school level.

In spite of that, the adult education in the L.P.D.R., after the achievement of literacy, fell to the stagnation. Many regions are motionless, especially in the countryside, mountainous regions and small ethnic groups regions. For this reason, a lot of people relapse into illiteracy, especially women who had no facilities to raise their educational level. According to the statistics of 1989, at age groups 15 to 45 years are illiterate 155.932 persons 69.342 are women, that is to say 22.74%.

Adult education in the L.P.D.R. is like that because of many cases:

- For the period of eradication of illiteracy, we neglected the quality of continuing education. The people can't use their knowledge in the production and in their way of life.

- The eradication of illiteracy is not related to the expantion of primary schools. The "white" regions has known more and more illiterate.

- We cannot prepare sufficiently the curriculum and teaching materials, especially teaching books and text books are clearly scarce. In general, we are short of funds and qualified technicians for this specific field.

II. The elaboration and use of teaching-learning materials for adult education, especially women

In the past period, we were short of experiences and funds for the elaborating of teaching-learning materials for adult education-teaching books were not enough and no adding materials exist to guarantee the quantity of teaching and learning.

In addition, we didn't have the curriculum and materials for the women education. For that reason, women education was not fruitful.

After the 6th Regional Workshop in Malaysia (21-30 September 1988), we opened the national seminar about the development of the curriculum and materials, and we invented adding materials for adults such as editing and printing more reading book, for learners 3 books, as such: hygiene book, general science book and social book. At present, we are ready for editing more reading book: book about preventing malaria, book about mother, children health care, book about the method of cattle raising, book about in moving rice plantation and the utility of wood. We expected that the printing will be finished at the end of this year (1989).

On the other hand, this year we got the funds from ACCU $700 for translating and editing booklets, posters. Now we are translating and editing the booklets and posters about "Bamboo Handicraft", "Baby's Food" and "Let's Make the Home Clean".

Questions/Answers about the invention and use of materials (AJP Materials)

1. Improved materials for regional use:

a) Bamboo handicrafts for additional income
b) Baby's food for good health
c) Let's make the home clean

2. Lao-Lum Language (official language)

Some forms are improved according to the regional situation.

3. Numbers of issues printed:

a) 500 issues
b) 500 issues
c) 500 issues

4. Printing units:

People education unit in coordinance with public health, agriculture, women association, painters and printing press ...

5. Reasons for selecting such materials:

- Bamboos are available in regions. People used to make many things necessary for the family from bamboos.
- Highlanders and countrymen feed their children in old ways so the children grow slowly.
- Lao people always used to raise cows and buffaloes under their houses so as hens and ducks. It means that they didn't have their own WC.

6. Improving methods according to the requirement of the regions.

a) Topic in the headlines

b) The purpose is to be seen and read easily. Old people are short-sighted and their reading ability is so poor.

c) The pictures are improved in accordance with the regions and Lao characters such as: pictures of Lao ethnic groups, Lao houses, Lao costumes, for the colours, we rely on the actual finance.

d) About the original issues we imitated the issues of origin (ACCU) and were translated in Lao language.

e) For the size of the papers, we relied on the original and found them suitable.

f) We shall distribute to the hands of the people that are learning in order to demdish illiteracy throughout the country.

MALAYSIA **Programme on Literacy Follow-up Material Production in Malaysia**

In 1957, the percentage of illiterates was 50% of its 7.1 million population. In 1970, the percentage went down to 34% and now only 28% of its 15.7 million population is illiterate. Out of this only 20% of the men are illiterates compared to 36% of the women population.

The Functional Literacy Classes carried out are for both sexes but the attendance of women is much higher - 60%. The materials used in functional Literacy classes covers this group too.

Specially for the women, KEMAS has its Home Economics Programme and Vocational Training Classes (sewing). This is to ensure that these women do not relapse but continue using their skills in reading, writing and numeracy.

The materials produced for them are:

1) a set of six sheets of coloured pictures on family life education

2) posters on child development, nutrition and family cycle

3) a booklet on child care titled 'Bath me Mama'

4) a set of modules on tailoring

5) reference book for teacher's guide on health, population education, working with community and planning and implementation of project.

Islamic Education Classes encourage the participants to read selected textbooks and Quran guided by the teachers. In Muqaddam Classes, the learners are school children and they are encouraged not only to read muqaddam but also to develop skill in writing arabic scripts (jawi).

In KEMAS, inculcating reading habits is closely associated with the rural libraries. This service was introduced in 1972 to cater for school children with better facilities for studying. It also acts as a resource centre for the community. For the neo literates, a rural library is established to help them to continue their literacy skills.

The materials provided includes general references, religious books, novels, newspapers and magazines. Each collection ranges between 2,000 to 5,000 books and the local committee members are also encouraged to contribute.

These rural libraries will be equipped with more printed materials and also audio visual aids. It is envisioned that improved resource centres would attract more users.

The concept of functionality of literacy pointing out that in most cases successes will be achieved when literacy, is linked to meeting humans fundamental requirements ranging from his immediate needs to effective participation in social change. The present role of functional literacy and other components of education in community development in Malaysia is to inculcate business culture amongst the learners and the participants. The skill training previously, is merely for self and family needs, but now is shifting to training cum business. These strategies are carried out by:

1) Initiating income generating activities in all community development projects, concerning with skill training, home economics and functional literacy.

2) Initiate in establishing economic production centres such as tailoring and handicraft for every training centres.

3) Organizing a systematic marketing outlet

1. 1.Production and Utilization of the national version of AJP Materials

(1) Titles of AJP material adapted for local use:

a) Mabeldam (sugoroku)
b) Water in everyday life
c) Clean and useful compound
d) Home gardening
e) Charcoal water filter

(2) Language: Bahasa Malaysia

(3) Copies produced: 500 copies each

(4) Producing body: Community Development Division

(5) Reason why this material was selected: Its suitability to local needs

(6) Modification

a) Contents	:	adapted to local situtation
b) Target group	:	participants of Functional Literacy Classes and Home Economic Classes
c) Illustration	:	adapted to local situation
d) Text translation	:	adapted to local situation
e) Format	:	unchanged
f) Others	:	nil

(7) Utilization: All of the above materials were disseminated to all the Functional Literacy Classes and some Home Economics Classes.

2. Follow up activities of the Sixth Regional Workshop on the Preparation of Literacy Follow up Materials in Asia and the Pacific (Kuching, Malaysia 21-30 September 1988)

(1) Two workshops on Development of Teaching Learning Materials were carried out as follows:

a) Date : 17 - 24 March 1989
Vanue : Bintulu, Sarawak
Participants : 25 Community Development Workers (Home Economics and Functional Literacy)

b) Date : 28 May - 2 June 1989
Vanue : National Park, Sabah
Particiipants: 30 Community Development Workers (Home Economics and Functional Literacy)

In both workshops 24 materials were developed consisting of games, posters, pamphlets, drama and pie charts. All of these materials are for the middle level group of Functional Literacy Participants.

(3) A workshop on editing these materials and adapting the materials developed during the 6th Regional Workshop will be held in November 1989. Hopefully the printing will be done in December and these materials will be disseminated in 1990.

3. KEMAS with the assistance from Unicef and Unfpa have also produced teaching learning materials for Family Development Programme, namely the Pre School Programme and the Home Economics Programme. Materials are for both the teachers and the participants.

These materials are in the form of posters, flip charts and booklets. The subjects covered were child care and development, nutrition, health, population education and working with a community. These materials were also applicable to Functional Literacy Programme.

PAKISTAN

1. Summary

For purposes of this paper, the difficult context has been restricted to female population. The main focus here is on the problems of girls with regard to their participation in education. Except for passing references, higher education, has not been considered.

2. General

Pakistan came into being on August 14, 1947. According to the census report of 1981, it has a total area of about 800,000 square kilometers and a population of 84 million. The country is divided into four provinces, namely Punjab, Sind, NWFP and Baluchistan. Population wise Punjab is the biggest province where about 56% of the population live. In terms of area, Baluchistan is the biggest province (43% of the country) and has a population of only 4.3 million.

Pakistan is preminately an agricultural country. About 70% of the population lives in rural areas, which are characterized by low literacy rates, especially amongst the female.

3. Some Basic Facts

In the following tables some basic statistical facts about Pakistan have been given. These facts are essential as a starting point for discussion on the subject.

Table 1 Fig. in Mil.

Population Distribution

Area	Urban			Rural		
	Male	Female	Both	Male	Female	
Pakistan	12.77	11.07	23.84	30.32	27.89	58.21
Punjab	6.95	6.10	13.05	17.91	16.33	34.24
Sind	4.43	3.81	8.24	5.57	5.22	10.79
N.W.F.P.	0.90	0.77	1.67	4.87	4.53	9.40
Baluchistan	0.37	0.31	0.68	1.92	1.74	3.66

(Excluding population of AJK, FATA, FANA and Islamabad)

Table 2 Fig. in Mil.

Age Wise Distribution of Population

Age	Urban			Rural		
	Male	Female	Both	Male	Female	Both
0-4	1.81	1.77	3.58	4.39	4.61	9.00
5-9	1.84	1.71	3.55	4.97	4.62	9.59
10-14	1.65	1.47	3.12	4.20	3.48	7.68
15-19	1.36	1.18	2.54	2.83	2.40	5.23
20-24	1.16	0.95	2.11	2.11	2.01	4.12
25 & Over	4.95	3.99	8.94	11.82	10.77	22.59

(Excluding population of AJK, FATA, FANA and Islamabad)

Table 3

Literacy Rate in Various Parts of Pakistan

Area	Total	Urban			Rural		
		Male	Female	Both	Male	Female	Both
Baluchistan	26.17	55.32	37.27	46.29	26.24	7.33	16.88
Punjab	27.42	55.23	36.72	46.72	29.56	9.38	20.01
Sind	31.45	57.77	42.23	50.77	24.52	5.21	15.57
N.W.F.P.	16.70	46.96	21.88	35.77	21.73	3.82	13.18
Baluchistan	10.32	42.42	18.54	32.16	9.82	1.75	6.18

* 1981 Census report

Table 4 Fig. in Mil.

Status of Primary Education

Item	Total	Male	Female
1. Total population aged 5-9 years(excluding handicapped)	14.087	7.314	6.773
2. Enrolled in classes I-V	7.143	4.829	2.214
3. Participation ratio	50	60	33
4. Drop-cut ration during I-V	47	43	53

Table 5

Number of Schools

High Schools			Middle Schools			Primary Schools		
Total	Male	Female	Total	Male	Female	Total	Male	Female
4,114	2,962	1,152	6,053	4,344	1,609	72,053	50,851	21,202

Table 6

Number of Teachers in Schools

High			Middle			Primary		
Total	Male	Female	Total	Male	Female	Total	Male	Female
80,400	56,400	24,000	58,100	40,300	17,800	206,000	148,600	57,400

Table 7

Enrolment

Primary								
Total	Male	Female	Total	Male	Female	Total	Male	Female
6,412,000	4,320,000	2,092,000	1,676,000	1,244,000	432,000	559,000	417,000	142,000

Approaching the Problem

The statistical tables given above bring out the following conclusions very clearly:

1. The female population, below 10 years which is roughly equal to male population in that age group, accounts for 33% of the enrollment in primary schools. The situation in middle and high schools also does not change.

2. More than half of the girls who join primary schools drop-out before completing the primary education.

3. The girls primary, middle and high schools constitute 33%, 25% and 27% respectively of the total number of institutions of corresponding level in the country.

4. The lady teachers at primary, middle and high schools level from 28% and 30% of the total number of teachers at the respective levels.

5. The low literacy rate in the country is mainly due to very low literacy rate of female population, especially in rural areas.

The share of female population in availing educational facility does not rise above 33%, may it be the enrollment, the number of schools or the

number of teachers, whereas their population approximately equal male population. The reasons for this are rooted in the social and cultural set up of the society, which we shall try to explore.

Analysis of the Problem

The Government of Pakistan has been making all possible efforts to ensure the availability of educational opportunity to every citizen. In numerical terms, therefore, the expansion has been very impressive. The number of primary schools has increased from 8,413 in 1947-48 to 85,000 in 1986-87. As compared to 2,190 middle schools on the eve of independence in the country, there were more than 7,000 schools 1986-87. The number of high schools registered an increase by 10 times from 408 in 1947-48 to more than 4,000 in 1986-87. As a consequence of the above expansion the total spending on education have increased from rupees 32.2 million in 1947-48 to rupees 8165.1 million in 1983-84.

This expansion is not adequate to meet the entire requirements of the society. For a population of about 18 million children between 5-11 years there are 85,000 primary schools. This means that on the average per school shall rise further, if we take into account the over age children enrolled in schools. The school children ratio shall be still higher, if we compare the number of middle and high schools and colleges and universities with the relevant age group. On the staff side there are 3 teachers per primary school on the average. It means that for every 70 children of the relevant age - group only one primary teacher is available. The ideal student teacher ratio is 1:25. In order to accommodate all these children, we need to increase the number of teachers about two times, which will also involve increase in number of schools.

For 8.73 million female population between 5-11 years there are 22.44 (1985-86) primary schools available in the country. On the average for every 390 girls there is one primary school. The number of female teachers in primary schools is 66,000 (estimated) which gives availability average of about 3 teachers per school and one teacher per 130 girls. The number of female teachers, therefore, needs to be increased by more than 4 times, in the existing system.

The educational opportunity is thus not equitably accessible to every child born in this country. This creates a situation of competition among different public sections. The claims on educational opportunity are thus prioritized automatically as a social choice.

Education is not compulsory in Pakistan. From 1973 onwards, no tuition fee is charged from children in Government Primary Schools. Nevertheless the parents have to pay for books, stationery and uniform. In 1974 books were distributed free among children in Class-I, throughout the country. But the programme had to be abandoned next year, due to financial constraints.

The Pakistani families on the average have 3 to 5 children. The expenses for education, therefore, go beyond the reach of an average income family. The average citizen of Pakistan is therefore, faced with a natural choice. He has to calculate his family education budget very carefully and decide which of his children shall go to school. The choice naturally falls on the side of male children whose education has a promise of better future for the parents.

The modern system of education in Pakistan was introduced during the colonial days of British rule. The Muslim population was suspicious of their intentions, and regarded modern education as a means of spreading western culture and western religious thought. From the very beginning they boycotted even the male schools. The emphasis grew on the religious education, which was considered as a pre-requisite for preserving the Islamic identity.

By the end of 19th century the situation gradually improved. The Muslim started realizing that turning away from western education shall result in their deterioration economically as well as politically. They started educating their male offsprings.

But by a large the female population was not allowed to move out of homes. One of the reasons that could be found out is that there were very few separate educational institutions for girls.

After independence in 1947 the Government launched a programme for expansion of education, within its resources. 80% of the population of the newly founded country lived in rural areas. There was no demand for female education. Consequently there was hardly any expansion, worth the name, on female side.

The following table gives the comparative picture in primary education.

Table 8

Primary Schools

Year	Total	Female
1947-48	8,413	1,549
1948-49	9,073	1,564
1949-50	9,411	1,586
1954-55	14,162	2,474
1959-60	17,901	3,260
1960-61	20,909	4,057
1961-62	24,930	5,350
1962-63	28,338	6,715
1963-64	30,950	7,416
1964-65	32,589	8,021
1965-66	32,930	8,272
1966-67	34,678	8,535
1967-68	36,453	9,324
1968-69	38,870	10,250
1969-70	41,290	11,170
1970-71	43,710	12,097
1971-72	45,854	13,290

Year	Total	Female
1972-73	49,580	14,437
1973-74	50,574	15,051
1974-75	51,744	15,678
1975-76	52,800	15,829
1976-77	53,162	15,941
1977-78	53,964	15,238
1978-79	53,882	16,854
1979-80	57,220	17,771
1980-81	59,168	18,595
1981-82	61,117	19,420
1982-83	71,358	20,507
1983-84	72,053	21,202

As it is clear the expansion of female education does not show any consistent pattern of growth. There have been periods of stagnation. The over all rate of growth remained very slow. Out of total period of 37 years the female primary schools did not register any increase worth the name during 10 years. The reason for this stagnation was that there was no demand from public. The growth, therefore, depended upon the absolute discretion of the Government. Initially, even the efforts of the Government were not very successful. The social antagonism to educating the female population was still very strong. The enrollment figures reported in rural areas mostly unreliable. The qualified lady teachers were not available to undertake the assignment in rural areas. The means of transport were limited. Many villages were situated in corners where the approach for lady teachers was not possible.

Government Plans and Policies

The usual methods for expansion of primary education could not produce substantial results. It was realized that the following problems were hindering the growth:

1) The syllabus was difficult for primary children and many of the teachers were unable to teach these courses.

2) In many cases, especially in rural areas, the schools were situated at long distances from the homes of many children.

3) Most of the primary schools in rural areas, were one teacher school.

4) Many parents were reluctant to send their daughters to ordinary schools due to tribal antagonism.

Mosques have played traditionally significant role in Islamic society. It was centre of educational activity up to the middle of 19th century, in this part of the world. A special development programme was launched in 1982 for reactivating the traditional role of mosques. It was believed that by opening lower primary schools (I-III) in mosques many of the problems will be solved. Under the above mentioned programme 12,593 lower primary schools were opened in mosques, up to 1983-84.

These mosques schools are co-educational institutions. The man responsible for leading prayers was made teacher on part time basis. In order to assist him one matriculate was assigned to every mosque school. These schools combine teaching of Holy Quran with General curricular instructions. Efforts are being made to curtail the circular requirements in these schools.

The results reportedly by 1984 are tabulated below:

Table - 9

(Enrollment of Mosque School as in May 1984)

Area	No. of Mosque Schools	Enrollment	
		Male	Female
Pakistan	12,593	53,860	76,342
Punjab	8,370	248,119	31,684
Sind	3,000	74,676	38,280
NWFP	438	12,851	1,354
Baluchistan	785	18,214	5,104

Although there appears to be an element of optimism in case of mosque schools the situation does not seem to be improving in relation to female education. According to reports of 6th Plan the female population accounts for 33% of the total enrollment in primary schools. The same appears to be prevailing even in mosque schools.

The Government of Pakistan has been trying to solve the problems of low female enrollment through another innovative approach. In villages of the Federal Area of Islamabad a new type of schools called Mohallah Schools have been opened on experimental basis. In these centres elderly literate ladies have been appointed as in charge of the schools. The purpose of these schools is to teach Holy Quran and basic skills in reading and writing. The total number of these schools is 23, with the enrollment of 1,258 girls. The average per school comes to about 60. The programme was likely to be extended to the entire country by the financial year 1986, which probably could not be done so far.

To increase the literacy rate amongst female, adult literacy centres by the Ministry of Education, Women's Division Provincial Social Welfare Departments and various other governmental and non-governmental organizations. These centres provide skill training in addition to imparting literacy. Radio and Television is also used for literacy purposes.

As already mentioned, one of the problems of female education is the non-availability of residential accommodation for lady teachers, especially in the rural areas. The Government is attending to this problem quite seriously. Under a special development programme about 300 residences were constructed for the lady teachers in 1983-84. The female teachers in some selected backward areas were also allowed

handsome additional pay. Iqra Pilot Project is also now under way. The results have not been reported so far. By the year 1988, the efficiency of this project may become known. A progress of Nai-Roshni Schools, separate for male and female is also under way data on this project is also not available.

Reasons

Recently the Planning Division Government of Pakistan conducted a survey of primary education in some selected districts of the country. The size of sample was about 11% of the total target population. This survey included a study of the attitudes towards education, through personal interviews. According to their findings (Table-9) percentage of people who are still hostile to female education is 29, where as 31 percent are indifferent. Only 10% of the parents of the total sample area are anxious for the education of their female offsprings.

Attitudes to Education of Boys and Girls

	Boys					Girls					(percentage)				
	Anxious	Favourable	Indifferent	Hostile	Total	Anxious	Favourable	Indifferent	Hostile	Total	Anxious	Favourable	Indifferent	Hostile	Total
Bahawal Nagar	32	50	17	1	100	19	48	27	6	100	26	49	22	3	100
Jhang	40	49	11	-	100	8	36	41	15	100	24	42	26	8	100
Mianwali	21	61	17	1	100	7	26	55	10	100	14	45	36	5	100
Muzaffargarh	35	43	16	1	100	4	24	33	30	100	19	36	25	20	100
Sample District of Punjab	34	50	15	1	100	11	37	35	17	100	23	42	15	2	100
Karachi	35	48	17	-	100	3	23	27	43	100	19	37	22	22	100
Lasbella	59	23	18	-	100	23	14	50	13	100	41	19	34	6	100
Sample Districts of Baluchistan	44	39	17	-	100	10	23	35	32	100	27	31	26	16	100
Bannu	70	27	3	-	100	13	46	22	19	100	41	36	13	10	100
Mansehra	76	19	5	-	100	21	40	28	11	100	43	30	16	6	100
Sample Districts of N.W.F.P.	74	21	5	-	100	19	42	26	13	100	47	31	15	7	100
Jaccobabad	33	36	31	-	100	4	13	36	47	100	18	25	33	24	100
Thatta	41	30	28	1	100	4	13	21	62	100	22	21	25	32	100
Sample Districts of Sind	37	32	30	1	100	4	13	23	55	100	20	23	29	28	100
	44	38	17	1	100	10	30	31	29	100	27	34	24	15	100

Source: Survey of Primary Education in Selected Districts-Planning and Development Division, Government of Pakistan

On the male side only 1% of the total population is hostile, where as 44% of the people are anxious for education of their boys. The percentage of indifferent people is only 17.

These results explain one important reason for low participation rate by female population and support the presumptions made in the opening of this paper. There are a few more to be listed which strengthen the traditional antagonism and indifference.

1. Scarcity of Girl Schools

The statistics published by the Ministry of Education show that female schools are about 33% of the total number of schools in country. Naturalist is six not possible to except that female participation shall go beyond that percentage.

2. Non-availability of Lady Teachers

The projects and plans of the Government for expansion of female education are foiled by non-availability of lady teachers. As compared to 33% of the educational institutions, the lady teachers from about 28% of the total teacher population in the country. The women in Pakistan in most cases choose to refrain from doing jobs. Very few choose to come forward for teaching. As a consequence may female institutions are languishing for want of teachers, may they be qualified or un-qualified.

3. Lack of Facilities in Rural Area

Rural areas of Pakistan account for about 70% of

her total population. Naturally the distribution of the educational opportunities has to be in the ratio of 7.3 for rural and urban areas. In rural areas, even if a school is opened no provision of residential accommodation of lady teachers. There are no rural women to serve in rural schools. The urban women find it very hard to travel to the villages every day. The rural schools therefore, languish for want of teachers. The anxious parents whose number if very small gradually loose interest, as there is nobody to teach the girls. The enrollment goes down and schools ultimately turn into ghost schools.

4. Sense of Insecurity

Traditionally, in Pakistani society especially in rural areas a women is regarded as a symbol of honour of the family. The sense of outrage of the honour is very delicate and does not stand even the slightest gesture. For this reason the parents prefer to keep their daughters tied down to the homes, especially in case of middle class families in rural areas. The same consideration applied to a female teachers.

The lower class can not, either afford education of understanding its benefits. The upper class families do not opt for teaching jobs for the female members. Consequently the girls schools remain without teachers and teaching.

PAPUA NEW GUINEA

1. Background

1.1 Philosophy of Literacy

Papua New Guinea's philosophy of literacy is enshrined in the country's national constitution which specifically calls for:

> "..., all persons and government bodies to endeavour to achieve universal literacy in Tok Pisin, Hiri Motu, and in Tokples or "ita eda gado". (Nat. Const. p3).

Many of the literacy activities advocated or done in Papua New Guinea today are guided by this provision in the constitution. However, the irony of this nicely worded piece of legislation is that the national government has up till this year played insignificant role in promoting literacy per se. Literacy in the past has been largely promoted fairly much on and ad hoc basis by missions with no help from the government. At the beginning of this year, the national government responded to the national and international concern to reduce or eradicate illiteracy before, at or beyond the year 2,000 by setting up a National Literacy Board (NLB). The main function of NLB is to advise the Minister for Education and the Minister for Youth and Home Affairs and other relevant non-governmental organizations (NGOs) on matters relating to literacy in the country. NLB operates under the Language and Literature Section of the Education Department and is chaired by the Assistant Secretary for Education. The Board consists of 15 persons. There are 14 males and one female. They vary in their fields of specialization. The majority are linguists and/or language education consultants. They meet twice a year to discuss and make policy decisions regarding various language related issues including vernacular education, literacy, language planning, language policy and so on. The Board had its first meeting in May 1989. One of the major policy recommendation made at that meeting and which was subsequently approved and signed by the Government in July is a National Language Policy. Up till then the country adopted English as its official language (OL), a policy the country inherited from its former Australian colonial government.

Under the new language policy, teachers now have a legal right to use vernaculars (there are 869 of them), the lingua franca (there are two of them viz: Tok Pisin and Hiri Motu) or the mission or church lingua franca (about 10 of them) at least for the tokples pre-school year and three terms of year one of the elementary school. In the fourth term, English is introduced and taught as a subject and as a medium of instruction in the fourth term in preparation for its use in the latter years of elementary education and beyond. The formulation and subsequent endorsement of this language policy is largely influenced by the fact that students who started literacy classes in their respective mother tongues or tokples 'vernacular' are found to perform better academically than those who began school in English. Evidence of this is available from Enga and the North Solomons Provinces' Tokples Pre-schools, bridging and post-bridging class students. The Education Department is now encouraging tokples pre-schools and had ensured that funds earmarked for promoting them are given but is at the same time cautiously observing and assessing their progress and results. Literacy projects receiving funds this year include Oro, Enga and the north Solomons literacy and or Tokples Pre-Schools.

At the NLB held on the 6/10/89, the board passed a recommendation on guide-lines which clearly specify how funds earmarked for literacy programmes should be distributed among literacy programmes initiated in the country. This ensued because those provinces which were not considered for funding mainly because of shortage of funds or because no applications were received from them, felt that their literacy programmes were unjustifiably ignored by the committee that decided on the first lot of financial allocations.

Another important recommendation that was

passed at the NLB May meeting was that concerned with the setting up of a National Literacy Awareness Campaign Committee (NLACC). The purpose of NLACC is to spearhead all literacy activities earmarked for the celebration of 1990 International Literacy Year. This Committee held its second meeting on the 13-10-89 to decide on a patron for the envisaged literacy campaign and rumours had it that they were going to invite the wife of the Prime Minister for the position to give the activity some symbolic as well as social status and recognition. The National Literacy Campaign will involve the use of electronic media, the print and oral communication on the importance of becoming literate. There will be writing competitions in the two National Languages or Lingua Franca (viz; Tok Pisin and Hiri Motu) as well as in some of the major vernaculars such as Enga (speakers: 180,000; Kuman 80,000; Huli 70,000, Kuanua 60,000).

1.2 The Current Status of Literacy in Papua New Guinea

Papua New Guinea (PNG) has one of the lowest rates of literacy in the Asia/Pacific region. The country was reported in 1982 to have about two million illiterates (Giggey 1982) out of a total population of more than three million (Shadlow 1980). About half of this population is made up of females and of this, only less than a third are literate (Apelis, at al 1987). The need is obvious--to increase the percentage of female literates.

2. Present women's literacy situation and literacy materials for women in Papua New Guinea

2.1 An Overview

Literacy initiatives that are specifically labelled as "Women Literacy programmes" are few in number and are run largely by non-government agencies, especially the long established missions (e.g., Catholic, Lutheran, United Church Evangelical Churches, Seventh Day Adventists, Anglican and so on). The missions have run literacy programmes for women as part of or in conjunction with the philosophy of integral human development recently expounded as the central though of the nation's Philosophy of Education (Matane 1987). Thus literacy is seen not as an end in itself but as a means to an end. Literacy programmes are made as part of the overall spiritual, cultural or social development. The main aim of literacy programmes run by the missions was and is to enable women to read the bible, count as well as equipping them with the necessary means to become effective contributors to activities like family life development, sewing, knitting, cooking, embroidery and so on that the churches organize. In spite of financial constraints, the churches have continued to work tirelessly in their own ways, at their own pace and their limited resources allow to reduce the number of illiterates in the country.

The national and provincial governments as previously stated, are now beginning to become more genuinely concerned about the development of women. Why? Because they are now convinced by the view which states that: educate a man and you educate an individual but educate a woman and you educate a family. So the national government is now providing some funds to assist women's programmes in the provinces through the Provincial Women Coordinating Committee Grants Scheme. The grants are geared to support and fund any training programmes which promote leadership, management and literacy among the women. Because of the philosophy of integral human development which encompasses among other things the idea of social, mental, physical and spiritual development of the whole person, much of the funds provided by the government to the Provinces are or appear to be used to fund existing or new human development programmes especially those concerned with the promotion of primary Health Care and other non-literacy endeavours. In this respect, funds channeled to fund such projects benefit women who are already literate. Literacy for illiterate women is thus given low priority although it continues to become a major bother to the planners, practitioners and distributors of other social services. The general national thinking is to let the churches and other philanthropic NGOs continue with literacy work at their own expense and at their own pace using whatever material they designed utilizing whatever methods deemed workable. Women literacy is not identified as a pressing issue at the national level as are other needs such as primary health care including family planning, sports, sewing classes that have been identified and targeted for governmental support.

Much of the government financial and personnel support provided thus far is being channeled into the running of leadership, training and management courses and other provincial projects and activities rather than into women's literacy. Up to now, there has not been any workshops conducted for training women's literacy coordinators or workers. This lack should be met to some extent by a literacy workshop to be held in Rabaul (in the East New Britain Province) in December this year and the next to be held in January 1990 at Wabag in the Enga Province of the Highlands region. So far we have received 120 applicants for the Rabaul Literacy Workshop and about 80 for the Enga Literacy workshop. About 20 of those who applied for the Rabaul workshop are females including women's literacy coordinators. Many of them need intensive training to become effective literacy trainers and instructors.

A good number of lecturers will be going from the Language and Literature Department of the University of Papua New Guinea. Some of these are final year majors in language and literacy and these will serve as teaching assistants with the fully established lecturers. Others will be drawn from SIL personnel and literacy coordinators from the existing literacy programmes such as the Oro Province Literacy coordinators. These workshops will train literacy workers on how to develop literacy materials and how to start and run literacy

programmes using the multi-strategy method developed by Nicholas Faraclas of the University of Papua New Guinea (UPNG) Language and Literature Department and Mary Stringer of the Summer Institute of Linguistics (SIL) at Ukarumpa, in the Eastern Highlands of Papua New Guinea. The multi-strategy method is developed into a book titled: Working Together for Literacy and is published by Christian Books Melanesia Inc., P.O. Box 488, Wewak, East Sepik Province, Papua New Guinea.

It is important to note here that at a recent review of the National Women Development Programme (NWDP), many provinces strongly pressed home the importance of including literacy and numeracy as a new component to the NWDP.

This has led to the Women Division of the Department of Home Affairs and Youth to take a serious interest in promoting women's literacy and to find ways and means to deal directly with some fundamental conceptual and pragmatic considerations. For example, the country is yet to come to grips with the fact that:

- women's development programmes cannot bypass literacy any longer
- benefits from programmes have concentrated mainly on the literate female population
- the bulk of rural non-literate women have not benefited from credit or communication programmes
- the government must seriously attempt to fulfill its aim to increase the participation of women by directing resources especially to women who have been neglected previously due largely to their inability to read, write and count.
- Women who can learn to read, write and count are in a better position to help themselves and their families, and feel at ease when communicating especially in formal contexts and hence will become informed participants as well as co-developers with male counterparts in the effort towards nation building.

2.2 Existing Women's Literacy Programmes

Thus far there are several women's literacy programmes in the country which are run by NGOs especially the churches. These include:

The Simbu Women's Literacy Programme in the Simbu Province of the central Highlands. This literacy programme is run by the Lutheran Church and is partly funded by the Provincial Government. Women who attend literacy classes begin by learning the alphabet of the local tokples of the given community and subsequently learn to read and write. The main tokples used is Kuman which is spoken by some 80,000 speakers. Only women are allowed to enrol, and the classes run for half a day only. Literacy materials are funded by the Lutheran Church which is also responsible for development and their production at the locally run workshops. The basic writing material include pieces of 40 x 40 centimetres blackboards or slates and chalks, crayons or cripples to write on. Where they can afford to buy books, pens and pencils, then these are used.

2.3 Appreciation of Literacy Skills

These skills are being appreciated by those who complete the courses. They can now read and write and are able to use their numerous skills to count and keep track of how much earnings they make from the local markets and how much they spent at the local shops.

2.4 Assessment of Literacy and Numerous Skills

These are done through the administering of simple assessable tests on reading, writing and arithmetic skills. Candidates are required to read the Bible and other reading material, write letters to friends and are thus assessed on those and results obtained are satisfactory and are meeting the needs of the clients.

2.5 The Goroka Kisim Save Skul Bilong Ol Meri: 'YWCA Women Tokpisin Literacy Course'

This programme was initiated by the Goroka YWCA by recruiting an Australian volunteer abroad (AVO) as field training officer in mid-1988. A multipurpose building of the centre was funded by Canadian High Commission (K18,000) and also by the Australian High Commission (K7,000) as well as money raised locally.

2.5.1 Present situation of the Kisim Save Skul Bilong Ol Meri

The Kisim Save Skul Bilong Meri enrolled its first students at the end of December 1988. Currently it has over 100 students attending regularly. The students are split into five groups with each group having two classes each week; a skul fi 'school fee' of 30t is charged per student per class. The training centre is in use both mornings and afternoons Monday to Thursday.

2.5.2 Staffing

Teaching is done by Anna Mabem (a local woman) and to some extent by Debbie Chapman (a Field Training Officer=FTO) from Australia. There are two teaching assistants and a band of five volunteers. In addition they have six community resource people who have capitalized on the use of the centre to promote their respective social programmes. These resource people include a nutritionist, family planning consultant, child and maternal consultant, counselling, banking and primary health care consultants.

2.5.3 Urban Skills Programme

The urban skills programme, of which literacy

in Tokpisin is the major component, aims to respond to the needs and demands expressed by students so that the content can be directed by them, and merely co-ordinated by the FTO and counterpart FTO. By using and encouraging local resource people, the use of the available resources will be encouraged and made more accessible to the community through local women attending the courses offered at the centre.

2.5.4 Rum Buk (Library)

A library of materials in Tokpisin has been established with the following aims:

1) to encourage newly acquired literacy skills

2) To maintain levels of functional literacy

3) to act as an information and resource centre for participants in the programme, and the broader community

4) to improve accessibility of information, literature, and other printed matter in Tokpisin and,

5) to encourage further development of material in Tokpisin

The training centre, through Anna Mabem's hard work, has produced 3 booklets in Tokpisin in cooperation with the Language Studies Department of the Goroka Teachers College Campus of the University of Papua New Guinea.

2.5.5 Finances:

The Training centre has attracted funding from a number of sources. The following is the list of secured funding sources:

Australian High Commission Moresby)(for kindergarten and Training centre)	K7,500.00
New Zealand High Commission (POM) (for workshop funding and teaching aid)	K2,100-000
Eastern Highlands Provincial Government (for counterpart FTO funding)	K4,000-000
AIDAB and Australia YWCA (for counterpart FTO funding)	K4,000-000
Camera Group, Ringwood, Australia (non-specific)	K0663-00

2.5.6 Future Plans

Some of the more specific as well as general plans and or directions envisaged by the centre include:

1) Encourage graduates to come to the centre to use reading facilities by becoming members of YWCA so that they do not revert to illiteracy

2) Plans are under way to promote Literacy Awareness Campaign for 1990, the UN declared International Literacy Year.

3) During November, 1989 a workshop is planned to train local interested women to initiate and run literacy projects themselves and also for training the trainers. Funding has been received from the New Zealand High Commissioner and documentation of the workshop will take place so that it may or will be duplicated in other parts of the country especially at YWCA branches. It will also move the role of Goroka YWCA Training Centre to that of a resource centre, as well as providing direct programming to the women of Goroka.

4) More training to be provided to the counterpart FTO in the areas of submission, writing and administration.

5) The FTO and counterpart FTO to work with, and encourage, Kisim Save and Urban Skills project at other YWCA branches, wherever possible. Possible FTO placement will be at Lae and Port Moresby.

6) More production of materials in Tokpisin with a view to commercially printing and distributing it to encourage indigenous literature, and these could well become a source for fund raising of the centre.

7) Tokpisin classes for expatriates and volunteer agencies could be provided by the centre if there is a need.

2.5.7 Achievement:

The centre is running extremely well. The programmes are now well established and are well supported financially for the immediate future. The programmes are well attended and are socially meaningful and fairly enriching. The centre is making a major contribution towards the social development of the Eastern Highlands as a community and individually and is now on the way to become a model for encouraging similar projects in other parts of the country.

In addition to the above, there are also several other women literacy programmes run again by churches or NGOs in other parts of the country. For example, the Maprik Tokples (Vernacular) Literacy Programme in the East Sepik Province by the Assemblies of God Mission (AOG) and the Bomana Police College Women Literacy programme in the National Capital District by the YWCA of Port Moresby.

3. Other National Literacy Programmes

The other existing literacy programmes that are gaining an increasing support from the

government include:

1) Province-wide programmes:

a) North Solomons Tokples Pre-schools
b) East New Britain Tokples Pre-schools
c) Enga Tokples Pre-schools
d) Morobe Tokples and Tokpisin Primary Schools
e) Oro Tokples Pre-schools
f) Milne Bay Tokples Pre-schools
g) East Sepik (Ambunti) Tokpisin Pre-schools(14)

2) Provinces with smaller Non-Government Organizations and or government funded programmes: all other provinces. Some of these include mission Bible schools.

3) Adult Programmes:

a) Southern Highlands
b) Kisim Save (Tok Pisin National Programme)

4. Major Constraints

The most over-riding constraint to literacy development in PNG, which remains largely true today, in spite of some external and internal financial commitments or support (e.g., New Zealand Grand in aid and the more recent Unesco commitment) is inadequate finance. In addition to this constraint, there is general apathy and lack of commitment and political will both at the national, provincial and local community level to put into practice the nation's constitutional goal in "universal literacy in Tokpisin, Hiri Motu and or tokples and, likewise, to give it the needed support to materialize. Other hindering factors to literacy are:

4.1 Planning in isolation

Planning of literacy programmes were initiated, designed and run usually in total isolation from what many communities feel as their needs. Often communities are not well informed about the need and the advantages of being literate. Many communities link literacy and numeracy as prerequisites for a paid job. Consequently, they prefer to become literate in languages that would offer that possibility whilst brushing aside the idea of learning to read and write in languages that would not offer such possibilities.

4.2 Ineffective follow-up

One of the common problem faced by Papua New Guinea is to do with literates relapsing into illiteracy as a result of lack of proper follow-up workshop, supervision and expressed words of encouragement, lack of reading material and motivation for achievers to continue stay literates. Papua New Guinea is basically a rural community. As such much of the reading facilities and materials that one takes for granted in urban centres are simply not available. The only national newspaper that could be read and understood by all literates is the Tokpisin paper called Wantok. It is published once a week and is claimed to have a circulation figure of 15,000. In view of the isolated villages in which much of the PNG population lives, copies are only circulated in the urban centres and some of the villages which have access to urban centres and the paper's agents. Most of the rural literates miss out or simply cannot afford it and hence are left out of touch with urban PNG and the world.

4.3 Training

Of all the constraints, none is as pressing as the need to run workshops or classes to train trainers for literacy work in the country. Without this, literacy programmes would not succeed. That is why, we are concerned with conducting and running workshops as far as our limited resources allow. Our initial plan to do this at Rabaul in December is already facing funding difficulties and if that is an indication of what is to come then obviously our progress towards reducing or hopefully eradicating illiteracy will not materialize.

5. Conclusion

We would like to conclude by saying that, literacy for women in Papua New Guinea is largely being talked about and only few programmes have been initiated in three or four provinces out of 19 provinces. Much of the attention of the national government is geared towards other aspects of women's development. However, once literacy becomes a major concern of the country, it will mean that the government will be pressed hard to find resources both in money and in kind to run women literacy programmes. Any assistance that could or can be given by Unesco or other charitable donors would not be a waste but will go towards a very worthwhile endeavour that of battling against one of the world's most repressive problem namely, illiteracy.

PHILIPPINES

Introduction

Two related major developments in the Philippines between 1986 and 1987 have had tremendous impact on nonformal education. These are the ratification of the new constitution and the reorganization of government which recognized nonformal education as a viable alternative strategy for delivering educational service to the out-of-school population, especially the disadvantaged and

underserved sector of the population, and restructured the present Bureau of Nonformal Education (BNFE) of the Department of Education, Culture and Sports (DECS). The reorganization of the Bureau resulted in the creation of three staff divisions - for programme development, staff development and learning resource development. The latter's functions are directly related to the concerns of AJP/ACCU. The Division is tasked with the following functions: (1) to establish a systematic and responsive learning resource development programme for nonformal education; (2) to provide appropriate learning resources for the three programme thrusts of the BNFE, which are: literacy, livelihood skills development, and values development for use by field implementors or to serve as exemplar materials for regional/field adaptation; and for specific needs/projects of the Bureau; and (3) to institutionalize learning resource development capability in the regional NFE structure.

The Bureau of Nonformal Education has been participant in ACCU-organized workshops on adaptation of AJP materials since 1981. Over time the impact of our participation in these regional workshops has been evident in terms of: (1) increasing/enhancing the capability of NFE national, regional and field personnel in literacy materials development; (2) supporting our efforts at national level in the institutionalization of materials development in the NFE structure, especially at the grassroots; (3) filling in the ever-present need for relevant materials in the field which the central agency can not adequately fill due to economic constraints of Government through small, but very valuable, funding assistance; and (4) the opportunity afforded us to share experiences on learning resources development for neo-literates with other countries in the region.

Notably, the impact is consistent with and supportive of the objectives and functions of the Learning Resource Development Division of the Bureau. It is in this light that we value highly our continuing participation in regional workshops on materials development/adaptation and Philippine collaboration with ACCU/AJP on follow-up activities.

Present Women's Literacy Situation and Literacy Materials for Women

The Philippines is recorded as one of the countries with the highest literacy rate in Asia. The 1980 census showed a literacy rate of 82.7% for the population, 10 years and over. Over time, there has been a significant increase in the total literacy rates, 22.9% between 1948 to 1980 and 10.7% in the last two decades (see Table 1). However, in all cases female literacy rate is lower than that of male, the gap being highest in 1948 (5.9%). Data indicate, though that the gap or difference has narrowed greatly since this period. In the 1980 census, male literacy rate was higher than similar rate for female by only one-fifth of one percent. In terms of absolute number, we are dealing here with almost 3 million illiterate women, 10 years and over, in 1980, definitely, potential partners/participants in development, particularly in the rural areas (See Table 2).

Table 1 Literacy Rate Ten (10) Years Old and Over by Sex

	Both Sexes			Male			Female		
		Literate			Literate			Literate	
Year	Total	No.	Percent	Total	No.	Percent	Total	No.	Percent
1948	13,300,961	7,960,050	59.8	6,597,269	4,144,922	62.8	6,703,692	3,815,128	56.9
1960	18,145,873	13,073,748	72.0	9,054,265	6,659,509	73.6	9,091,607	6,414,239	70.6
1970	29,400,453	22,459,368	76.4	14,504,167	11,153,151	76.9	14,896,286	11,306,217	75.9
1980	33,681,424	27,861,191	82.7	16,692,565	13,822,947	82.8	16,988,859	14,038,244	82.6

Source: Journal of Philippine Statistics, NCSO

Table 2 Illiteracy Rates by Sex and Region*

Region	Total Population	Iliterate Male	(%)	Illiterate Female	(%)	Total	(%)
I	2,543,656	166,061	6.53	213,544	8.40	379,605	14.94
II	1,531,702	155,302	10.14	161,473	10.54	316,775	20.68
III	3,385,992	177,455	5.24	211,794	6.26	389,249	11.50
IV	4,268,551	290,553	6.81	315,153	7.38	605,606	14.19
V	2,358,342	196,389	8.35	192,749	8.17	389,388	16.52
VI	3,177,755	312,708	9.84	285,825	8.99	598,533	18.83
VII	2,698,014	315,711	11.70	329,283	12.20	644,994	23.90
VIII	1,930,053	247,717	12.83	205,983	10.67	453,700	23.50
IX	1,702,615	292,324	17.17	304,166	17.86	596,490	35.03
X	1,894,836	169,142	8.93	144,035	7.60	313,177	16.53
XI	2,270,931	235,405	10.51	217,400	9.57	452,805	20.14
XII	1,488,679	251,275	16.88	275,705	18.52	526,980	35.40
NCR	4,430,246	59,126	1.33	91,503	2.07	150,731	3.40
TOTAL	33,681,424	2,869,168	8.52	2,948,615	8.75	5,818,233	17.27

* 10 years old and over

REFERENCE: NCSO-1980

The functional literacy programme of the BNFE addresses both males and females. While this may be so, however, data on graduates of literacy classes conducted in the various learning centers in the country from 1986 to 1988 show a preponderance of females who completed said classes (See table below). The figures include both out-of-school youths and adults.

Graduates of Functional Literacy Classes, by Sex Philippines - 1986-1988

Year	Number Both Sexes	Male	Percent	Female	Percent
1986	67,797	29,411	43.39%	38,376	56.61%
1987	94,953	41,609	43.82%	53,344	56.18%
1988	116,314	48,881	42.03%	67,433	57.97%

Souce: Annual Report, Bureau of Nonformal Education, DECS, 1986, 1987, 1988

If the above data are any indication of trends in female participation in literacy classes, it appears that BNFE's functional literacy programme is reaching out to more women than men. This situation may be attributed to the fact that the menfolk in the Philippines are the main providers of the family and therefore, may not have time to attend literacy classes. Whereas, the women especially those in rural areas are not as preoccupied as the men in earning a living. If they do work on the farm, this is only part of the time and seasonal.

In very recent years, in line with the decade for women and the global concern for the eradication of illiteracy by the year 2000, special emphasis and deliberate efforts have been directed towards women literacy. In addition to the regular literacy programme of the BNFE, the Bureau is undertaking two special projects which focuses on women literacy.

Parent Education and Female Functional Literacy

This project is one of the basic services in a package of services included in the Area-Based Child Survival and Development (ABCSD) Program, which is part of a bigger government - Unicef Third Country Program for Children. The target of this educational programme are the parents of children - respondents in the ABCSD projects which covers seven depressed provinces in the country. The educational programme is premised on the assumption that parents play a vital role in their children's development.

There is a wide network of government and non-government participation at the implementation level, with each agency having well-defined functions and responsibility for service delivery. The DECS nonformal education is the lead agency

for parent education and functional literacy for women.

The project was launched in November 1988 with the training of a national inter-agency core of trainers with regional counterparts. After their training, they conducted initially training of literacy teachers in three provinces in the ABCSD project sites. These teachers developed literacy-based materials during their training. The materials have been submitted to our office for review and are currently in the process of production. Afterwards, literacy classes which integrate parent education shall be organized by the trained teachers in collaboration with community leaders.

Leadership Training of Women in Cultural Communities

This projects aims to equip women leaders of cultural communities which are predominant in 4 regions of the country. The training targets women leaders who are active members and officers of community organizations to enable them to transfer the same competencies to women youth leaders who would be responsible for future community leadership at the barangay level. One of the identified leadership role the trained women can crucially be involved in is organizing literacy classes for women.

A series of orientation seminars have been conducted in early 1989 to launch the project. This will be followed by training starting October this year. Programme planning for meeting community needs will constitute a major portion of this women leadership training.

The Department of Social Welfare and Development (DSWD) has recently undertaken a nationwide women literacy project which focuses on social communication. The project aims to enhance social communication skills of women and to develop her as a person, wife, grandmother, organizer and leader. The target are disadvantaged women, aged 21-59 years who have no access to opportunity (such as education, employment) which would develop her economically and socially.

The project is now in the process of pretesting 7 modules which are intended to serve as teacher's guide in conducting literacy classes for use of social workers. The modules have been written in English and cover these contents: numeracy, environment, woman (the self), motherhood, grandmother, woman as organizer and leader.

Production and Utilization of National Versions of AJP Materials

The list of literacy materials which had been developed/produced for the DECS-BNFE functional literacy programme between 1986-1989 is shown in Table 3. Of the 15 titles listed in the table, 14 are clientele material and one is intended for programme professionals. It will be noted that no material was produced in 1985. The reason is that in 1985, we opted to undertake training of regional/field personnel on materials development for literacy in line with the Bureau's objective of developing/enhancing regional capability in this area.

Of the 14 titles of the adapted AJP materials, 11 had been widely disseminated to the field. The last 3 in the list, developed after the 1988 Regional Workshop, are now ready for production and authority for printing these materials had already been approved.

1. Language. The 14 adapted materials were produced in 2 to 5 languages; Filipino is always one of these languages in line with the Bureau's effort to promote the national language, where less than 15 languages is used, translation is opted for the widely used 11 languages.

2. Reason why the materials were selected. The over-riding consideration in the selection of the AJP materials for Philippine adaptation is relevance of these materials to the needs, problems and concerns of the clientele both at personal and societal levels. The rationale is that the personal development of the learner includes not only concerns of self and family, but also those related to the larger society in which he lives. The materials are intended to enhance learner's newly acquired literacy skills so that he does not revert to illiteracy.

Very recently, as a move towards establishing a systematic and responsive learning resource development programme for the literacy programme of the BNFE, the Bureau be has developed a literacy curriculum grid (this will be discussed further in another section of the report). The materials adapted this year were reviewed in the light of their congruence with the curriculum grid.

3. Copies produced. The number of copies produced per material, as shown in Table 3, varies and this variation is largely due to funds made available for printing. As a matter of policy, copies of materials in Filipino exceed those in other languages.

Due to funding constraints, the Bureau has not been able to produce the number of copies of the adapted materials that will match the requirements of the field. On the basis alone of 2-3 literacy classes (15-20 learners per class) per 2,061 school districts, the required number of copies is staggering - from 61,830 to 82,440 copies per material. The truth of the matter is, the school districts organized an average of 9 functional literacy classes in the last 3 years, from 1986-1988.

4. Producing body. Per our dissemination scheme, the Bureau of Nonformal Education is the central producing body of Philippine-adapted materials. The finished products are sent to the DECS regional offices and the NFE structure is responsible for dispatching these to the various learning centers in the country.

5. How modified for local use. All the adapted materials were modified to make them relevant to local needs and to depict local life situations. In

other words, the materials carried slices of everyday life of the learners using them. The intended users are the target clientele of NFE - out-of-school youths and adults and the setting of most of the materials is rural. Accordingly, the contents were modified to provide updated knowledge and information on the problems/needs being addressed by the materials. To illustrate, the two materials on health and nutrition (Nos. 1 & 3 in Table 3) used local food items that are familiar to the learners. The contents of the booklet on "Household Tips" were changed to those that apply to problems met in everyday life. Some contents of the adapted materials were not modified; however, their titles were changed. For example, "Building Up a Happy Community" and "Let's Repair Our Roads" (Nos. 13, 15 in Table 3) now carry these titles, "Let us Build a Happy Community" and "Working Together Pays Off," respectively. In all cases, the scientific accuracy of the contents were validated.

Table 3 AJP Materials Adapted for DECS-BNFE FUNCTIONAL LITERACY PROGRAMME

1986 - 1989

Title	Language(s)	Content	No. of printed copies	Remarks
1986				
1. Baby's Food (Booklet)	Filipino, Ilocano	Health and Nutrition	40,000	Distributed to nonformal education learning centers in 12 regions proportionate to the number of elementary school (Nos. 1-4)
2. Bamboo Craft(Booklet)	Filipino, Ilocano, Cebuano	Livelihood	40,000	
3. Balanced Diet (Rotating Pie Chart)	- do -	Health and Nutrition	10,000	
4. Guidebook for the Development and Production of Materials for Neoliterate(Book)	English		21,000	Reprint; For wider disemination of the text to NFE programme professionals
1987-1988				
5. Water: Its Cycle and Uses (Booklet)	Filipino, Ilocano, Cebuano, Hiligayon Maranao	Health and Sanitation	2,800	Adapted/developed in 1987; printed and distributed in 1988 (Nos. 5-13)
6. Cooperatives for Better Life (Comic Book)	- do -	Livelihood; Cooperatives Education	1,600	
7. In Case of Emergencies (Folder-type Booklet)	- do -	Health; First Aid and Safety	2,800	
8. Household Tips (Folder-type Booklet)	- do -	Consumer Education; Home Management	1,600	
9. Plant Trees (Poster)	- do -	Environmental Education	2,800	
10. Electricity: A Friend or a Foe? (Poster)	Filipino, Ilocano Cebuano, Hiligaynon, Maranao	Energy Conservation	2,800	
11. Home Gardening for Pleasure and Profit (Flipchart)	- do -	Livelihood; and Home Management	2,800	
12. Waste Can Be Useful (Flip-chart with accompanying audio tape)	- do -	Health and Sanitation; Conservation/ Recycling	1,600; 4 master tape	
1989				
13. Building a Happy Community (Booklet)	Filipino, Cebuano, Ilocano	Community Development; Civic Consciousness	2,200	Authority to print approve printing
14. Good Use of Water (Poster)	- do -	Energy Source; Conservation	2,200	Expected to be completed by 4th quarter of 1989. (Nos. 13-15)
15. Let's Repair Our Road Together	- do -	Community Development	2,200	

All Illustrations - setting, people, costumes - were modified to depict Philippine situations. Since the materials are intended for Level II and III literacy, efforts were deliberately taken to ensure simplicity of language (e.g. simple words, short sentences) and generous use of illustrations.

Some formats were modified according to the intended purpose of the materials, whether motivational, informational, or follow-up materials. The posters on "Plant Trees" and "Electricity: Friend and Foe" aim to create awareness for the value of trees and electricity, respectively. The jigsaw puzzle format of "Good Use of Water (No. 14, Table 3) was altered to a poster to suit the age level of the learners. In the Philippines, jigsaw puzzle is usually associated with children.

In any case, all modifications made on the adapted AJP materials were intended to increase their effectiveness as a learning resource for neo-literates.

Almost all materials utilized 4-colour scheme for eye appeal. Size and paper varied with the material. Book paper was used for booklets and similar materials; coated paper was used on posters. The choice of size and paper considered ease of handling and durability of the material, respectively.

6. Where and how utilized. All adapted materials are used in the various NFE learning centres in the country. These are located in the barangays and are usually elementary school-based. They are utilized by district NFE coordinators and NFE teachers who handle functional literacy classes. The materials are used after the learners complete the basic literacy course (Level I). Some materials are used in parent education classes, the participants of which are literate or new literate parents. Others are used in Livelihood Skills classes. Generally, all materials are used in either literacy classes per se or in Livelihood Skills courses which are entry points for literacy lessons in many instances.

Adaptation of AJP Materials into Vernacular: Case of Philippines

I have tried to capture our experience in the adaptation of AJP materials in a model which shows the various instructional materials development processes that AJP materials go through prior to the production of national versions.

1. Notably, the whole process starts from our participation in ACCU-organized workshops where we get exposed to a wide repertoire of learning materials for neo-literates. The selection of materials for possible adaptation is done in these workshops. Project proposals for adaptation activities back home are, likewise, made here. Thanks to ACCU, the seed money given us has facilitated much of our post-workshop activities and has enabled us to get Government counterpart for printing the outputs of these efforts.

2. The adaptation process adopts either of two modalities: (1) follow-up or echo national workshop, or (2) in-house writing by staff of the Learning Resource Development Division of the Bureau. In the first modality, Bureau staff and selected regional NFE supervisors are convened in a workshop usually of two weeks duration. This modality was used in almost all adaptation activities, except the most recent one (after the 6th Regional Workshop). The second modality is in-house writing by staff. A writing team of selected staff of the Learning Resource Development Division of the Bureau is organized to undertake the adaptation.

In either case, prior to actual writing, there are issues/concerns that need to be addressed. These are:

(a) The language in which the material is to be written, whether in English or Filipino. Writers who are most facile in Filipino do so in the national language. Otherwise, the first draft is written in English.

(b) Issues of purpose & message. The AJP material is critiqued in terms of the intended purpose, such as increasing/enhancing literacy skills, processing information, promoting active learning, meeting information needs, etc. and the message the material is expected to communicate. Questions of relevance, timeliness, focus and clarity are addressed.

(c) Congruence with curriculum grid for literacy. Recently, we have formulated a curriculum grid for literacy to serve as a conceptual framework for our literacy materials development programme. Any material we develop or adapt should be consistent with this curriculum grid.

(d) Issue of format. The issue here is whether the format of the AJP material should be adopted or be changed to a more suitable one based on certain criteria. In a few instances, there have changes made in formats of Philippine versions of AJP materials.

3. After resolving the aforementioned matters, the team of writers proceed to writing. During this phase of the process, discussions among writers and one-on-one consultations with supervisors and senior staff are encouraged. Where an issue or question consulted by one writer is of general applicability or useful information input to all writers, the supervisor convenes the team in plenary to take the matter up for discussion. Writers work hand-in-hand with artist-illustrators and typists. During the writing process, the material would have gone through critiquing, revisions and further critiquing before the first draft is completed.

4. The first draft of the material is the output of the writing process. The draft output is a dummy of the final material in format, size, layout, illustrations, colour and other details. The draft material then goes through the following processes:

(1) in-house review by staff other than the writers themselves for corrections, substantive editing, reactions, suggestions for improvement; (2) content validation for scientific accuracy of content, recency/up-to-dateness of information, relevance of message(s) to national development goals, and clientele needs and aspirations; and (3) revision/improvement based on the feedback from (1) and (2). Revisions are made on both substance and illustrations, if these are called for.

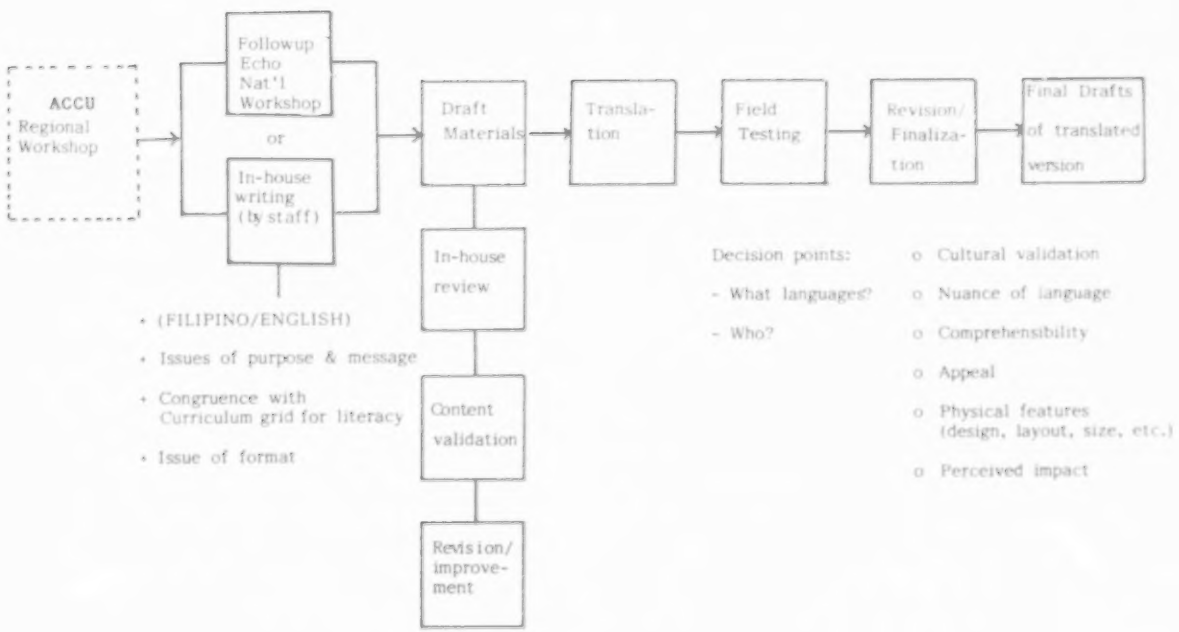
5. The revised draft is now ready for translation. Two issues need to be resolved in the matter of translation, namely: (1) into what languages? and (2) who will undertake the translation? Both issues are tied up with financial issue where government input for printing is quite substantial, translation of the adapted material into five (5) or more of the major Philippine languages is feasible, otherwise, translation is limited to only three (3) widely spoken major languages. In all cases, Filipino is one those languages in pursuance of the mandate to promote the national language. On the issue on who will translate, where funds are limited, i.e.no budget for translation services, the Bureau has two options: (1) request the assistance of the Institute of Philippine Languages; and (2) request the assistance of regional/division supervisors officially if there is no one among the technical staff of the Bureau who can speak/write the local language in question.

Ideally, the back-translation process is the preferred method, where the English version of the material is submitted to a person who is proficient in a specific local language, for translation into this language and, then the translated version is given to another person equally proficient in the language for translation back to English. Afterwards, reconciliations are made where there are differences in the translated versions. Due to constraints of time, availability of language experts, and funding, this method could not be maximally used. It could only be done with materials that have few texts, e.g. poster, flipchart, eight-fold leaflet, and the like.

6. The translated versions of the materials then go through field testing with a sample of the target user population as part of the materials development process. The field test of the adapted material focuses on the following: (1) cultural validation, which addressed issues of acceptability of content/message, setting language and illustrations; (2) nuance of language, i.e. subtle distinctions or variation in language expressions used in the local community; (3) comprehensibility, i.e. whether or not the message/information contained in the material can be understood as intended by the target user; (4) appeal, which addresses questions of attractiveness of the material and its potential to motivate and to sustain user interest; (5) physical features of the material, such as design, layout, size, colour, illustrations, print, ease of handling, etc, and

Model of Adaptation of AJP Materials intoVernacular

(Case of Philippines)



lastly, (6) perceived impact of the material which addresses the question of expected change that is likely to happen in the clientele as a result of the material; i.e. the expected impact of the message being communicated by the material.

The field test is undertaken by the Bureau in collaboration with field staff and this is done in suitable regions/provinces/communities (i.e., language-based). From our experience, we have found this field testing a critical part of the whole materials development/adaptation process in terms of its value in generating feedback data for final revision/finalization of the adapted material. For the writing staff, this process is truly a great learning experience.

7. The data generated by the field test are then compiled, organized and processed. These are fed back to the writers for use in the further refinement and finalization of the material.

THAILAND Literacy for Women in Thailand

Introduction

The important contributions of women to the family's well-being and the national development have long been recognized. Yet, while primary education has been made compulsory for both boys and girls for over 60 years, a large number of young girls and women continue to suffer from the problems of illiteracy, and inadequate access to quality education and training services.

Their days start early and end late. From morning till night, the work hard to care for their families and to bring home some resources needed for survival. Some women must walk miles each day for water or sticks to use as fuel. They may try to grow vegetables in small garden patches or may spend hours each day traveling nearby city to earn enough money for food. Meanwhile, their young children are often home alone. If their children become sick, clinics can be far away and too expensive. (Kindervatter)

And often quoted old Thai maxim reflects the long-held attitudes and perceptions of women in Thailand by comparing men as the forelegs and women as the hindlegs of and elephant. Therefore, while women have long been valued and cherished as partners in family life and in community affairs, nevertheless, they were expected to play the roles of the followers, providing the necessary supports and backups to the male leaders. Such role differentiations have, to a certain extent, impeded women's opportunities for education and technical training.

Present Women's Literacy Situation

The education of Thai women was, in the past, very informal. The attitude that Thai women should be just good wives and mothers restricted their education and training to preparing them to serve husband and family.

With the introduction in 1921 of compulsory education, the law give boys and girls equal opportunity for education. Thus within short span of time, the education and training of Thai women charged and progressed from non formal to formal. In contrast to the past women in Bangkok and other urban areas are today more independent and have greater educational opportunities. Regardless of financial factors, women can enter any educational programme and more and more women have entered both formal and non-formal education.

When the first census was conducted in 1938, over 68.8 percent of the Thai population over 10 years of age of 6,879,007 people were found to be illiterate. The expansion of the primary education over the subsequent years and the out-of-school literacy education efforts gradually lower the illiteracy rate to 10.5 percent in 1980.

Table 1 Illiteracy rate between 1937-1980

	Illiterates as a percentage population		
Year	Male	Female	Total
1937	52.7	85.1	68.8
1947	32.6	59.9	46.3
1960	19.4	39.0	29.2
1970	11.1	25.2	18.2
1980	6.9	13.8	10.5

In spite of the impressive progress over the past 40 years, 3.5 million people continued to be found illiterate. As indicated in Table 2 below, over 400,000 of these illiterates are youths, around 1.6 million people are below 50 years old and around 67 percent are women.

Table 2 Population 10 years of Age and over by Litteracy, Age Group and Sex, 1980

Age Group	No. Illiterates		Illiteracy Rates	
	Male	Female	Male	Female
10-14	87,979	96,198	3%	3%
15-24	119,461	190,494	2%	4%
25-39	170,149	330,796	4%	7%
40-49	173,058	355,108	8%	17%
50 & over	586,996	1,370,544	24%	51%
Total	1,137,643	2,343,140	6%	13%

Source: The National Census 1980

Thai Literacy Campaigning

In an attempt to accelerate eradication of illiteracy among the working ages group, the Thai government launched a nationwide mass literacy campaign. During a 5 year period from 1983 to 1987, the campaign aims to reach the illiterates within the ages of 14-50 who were identified in the nationwide survey.

Four years after the operation of the campaign, approximately 518,838 learners have passed the standard literacy tests. On the average, their achievements have been found to be comparable to those of grade 3 primary school students.

Along the campaigns to eradicate illiteracy and to increase the flows of reading materials to the rural areas, the Thai Government has also launched a Nationwide Reading Campaign in 1984. The campaign aims to promote reading habits among children, youths and general public. The campaign began with training workshops for teachers, librarians and the key personnel involved in the promotion of reading. Some of the activities promoted in the reading campaign are,

1. Reading competition
2. Book exhibition
3. Reading circles
4. Animated book presentation and story-telling
5. Training workshop and development of reading promotion manuals
6. Campaign to promote reading through various forms of mass media

For neo-literates who would like to study further, a series of non formal functional education programs are available through learning groups, regular classroom or distance mechanisms. The most effective and well organized is "The Quality of Life Promotion Project".

The project is designed to provide opportunity for neo-literates to upgrade their literacy skills and utilize the newly acquired skills to improve their quality of life. In the project, the neo-literates are assisted to form learning group which meet once or twice a month to discuss about problems in their daily lives. Sample learning materials are developed by the staffs of Non Formal Education Department who used to attend the Regional Workshops which organized by ACCU. These materials are to provide information to facilitate the discussion among the learners.

From follow-up and evaluation of the project, it was found that the majority of participants who participated in the project were women, mostly married, among which age group were 16-20 years. They mostly engaged in rice farming and dry land plantation with some of whom completed the compulsory education, while some attend the Functional Literacy Programme or passed the Literacy Campaign. As regards the reasons in attending the project, most of them identified that they wished to acquire more additional knowledge and skills, while the rest of them wanted to make use of their leisure time effectively and wanted to apply their acquired knowledge in their daily living respectively.

In terms of Quality of Life Promotion Volunteers, it was observed that most volunteers were women of 21-35 years old, mostly acquired the Bachelor's Degree except those living in the Northern region whose education were limited to only grade 4. As in the Northeastern part of the country it was found that most volunteers were unmarried male volunteer.

Table 3 Numbers of the learners and volunteer teachers divided by sex by region

Region	Participants/Volunteer Learners			
	Male	Female	Male	Female
North	69.33	30.67	38.10	61.10
Central	49.15	50.45	30.77	69.23
Northeast	41.01	58.99	25.86	80.77
South	30.62	68.38	66.66	62.50

The Current Literacy Materials

There are two types of learning materials being used under the Quality of Life Promotion Project: the learning card or posters and the supplementary reading materials and booklets in which the contents are relating to life condition of the rural communities.

From former interview after literacy materials were tried out, it was identified by most learners at all regional areas of the country that the size of the letters in the posters/booklets were appropriate, but the pictures and wording were not simple enough for them to clearly understand the subject matters. However, it was expressed that most of them had opportunities to make use of acquired knowledge to improve their households condition and to advise their neighbours. As regards the contents of these materials, it was found that most learners seemed to be most satisfied with those concerning the vocation/occupation as well as the improvement of household condition. The learners expressed to have more real pictures rather than the illustrated ones, and the description of knowledge seemed to interest the learners more than that of story telling type.

As interviewed the learners of the future needs on the contents of printed matters, it was expressed by the majority of the learners that knowledge concerning health and nutrition were most needed. Besides, the learners needed to learn more about household improvement, properties and life security and village development respectively.

Constraints and problems regarding literacy materials production

The followings are counted as the current problems of Thai materials production.

1. Material dissemination

a) The materials produced for literacy education are mostly kept at the Provincial Non Formal Education Centres, where the dissemination to the rural communities is found not practical.

b) The learning cards and other printed materials are sometimes found being not relevant to the needs and the living conditions of the learners.

2. The staff who are in charge of the project do not follow-up the result and the out-put of the project frequently. This is due to the uneffectiveness of project implementation as well as the lack of adequate staff personnel.

3. The lack of additional activities to promote more reading such as training activities, study visits and supplementary reading materials.

Memories from past experience

Appropriate and precious printing media for the target group, especially for the neo-literate is difficulty produced. There are so many things to be kept in mind namely,

1. Reading proficiency: Basic knowledge level of the reader must be in accordance with the language written in the media.

2. Content: The content of the media must be appropriate with the community situation, age of the readers and timing that the readers can benefit from the content.

3. Motivation: The title, colour, size of the media and printed letter, writing technique, style, pictures, including the clarity and preciseness of the language must be considered as the principle of target group motivation.

4. Media management and dissemination: This is the most important stage because the media must be chosen according to the target group need. It must be sure that the target group receive the media in the right time at the right place. The media follow-up must be done to have data to improve the quality of the media as well as other activities promoting to continue reading proficiency such as vocational or occupational training or community development project etc.

VIET NAM The Publishing and Circulating of Literacy in Viet Nam

I. General situation

According to our recent survey, there are a lot of illiterate people in Viet Nam, especially in isolated areas far away from urban areas. And most of these, illiterates are women. Quite a few among these people had been neo-literates but have relapsed into illiteracy again because of the poor learning and teaching conditions. There have not been enough appropriate and attractive materials to help them to consolidate their reading and writing comprehension.

To solve these problems, we found out that we should prepare and produce relevant materials in order to satisfy the demands of neo-literate rural people. These materials ought to be very simple and printed in big letters and their contents close to the farmers' daily life.

II. Measures and activities in four recent years

Learning from the experiences of other countries participating in the workshops held by ACCU, we have taken a lot of measures and carried out many activities producing literacy materials with special attention laid on the followings:

- Producing posters of folders with instructions on farming, cattle breeding, health protection, environment protection. These materials are printed in big letters and simple words to help the neo-literates consolidating their reading and writing comprehensions while teaching them knowledge of science and techniques benefiting their daily life.

- Producing the materials on specific topics in order to help the neo-literates improving their understanding about science and technology serving their work and life and at the same time equip them with the basic know how in some fields aiming at improving their living conditions. We have produced materials (posters and folders and non-textbooks) on the following topics:

  - Women doing transplanting in the fields
  - Forest plantation to protect environment
  - Family planning
  - Kindergartens
  - Children nursing
  - Beautiful spots of the country
  - Literacy classes
  - Health protection
  - Bad effects of eating raw vegetables and drink unboiled water.

III. On the publication of literacy materials and the use of AJP materials in Viet Nam

We have used such materials of AJP as "Filtration of water and use of gas from daily wastes" in rural areas and even in the outskirts of big cities.

Besides, we have cooperated with local education

administrations to publish non-textbooks, folders on many topics in order to propagate science and technology in rural areas and help the neo-literate farmers to do their farming better. Following are some of the materials we have produced:

- non-textbooks on experiences of intensive farming (winter-spring crops)
- Instructions on new rice seeds
- Folders on artificial insemination applied to snow
- On protecting cows and buffaloes in winter to preserve driving power
- Folders on techniques of breeding economic cross-bred pigs

To serve people with better reading comprehension (i.e. the middle-level illiterates), we have published non-textbooks on special topics in order to propagate science and technology. These books provide them knowledge in such fields as farming, sanitation, family organization for every day life. We have also produced non-textbooks serving women with such topics as children education, measures of family-planning, no giving-birth under the age of 25 etc.

IV. Results we have attained through these literacy activities are as follows

Materials propagating basic knowledge useful for daily-life and for production in forms of folders and posters have been very effective and attractive. With topics originating from everyday life and instructions for every day communications, these materials help the literate people consolidating the vocabulary they have learnt, as well as the knowledge of basic sciences so that they can apply it to their work.

This knowledge also has helped to increase labour productivity and production and thus raise the living standards of the poor people. For example in the country side, or even in the outskirts of many cities, the Formular VAC has been propagated and applied and resulted in great successes (VAC- Vietnamese abrivations for Gardens, Ponds and Cattle enclosures - a closed circulation in which the components of this formula support one another to produce good results). This formula so enriches many farmers' families that they can buy modern house hold appliances such as TV, cassette-recorder, and can build flat-roof house.

The non-textbooks instructing women in such work as making export carpets from domestic materials, making handicraft goods from cane, bamboo and wood etc. ... have contributed to bring extra incomes for many families.

V. Efforts and organizations in the field of literacy materials

We have tried to improve the method of writing materials as well as of learning and teaching. The learners may share experiences every where they have a chance (in break hour, on the farms, or in free-time after dinner). In the specific topic class, learners are let to play active roles while the teacher is only a guide. We encourage the approach of "learn it yourself" and "do it yourself" and "teach your fellows to do".

Recently, we used video as a means to spread technical know how. We have recorded many technical processes in such fields as growing maize, breeding pigs, producing some kinds of food for family use (as fish sauce, soya sauce ...) and dress making techniques at simple level ... By this, we improve the knowledge of people and thus help them to raise their living standards.

For editing, development, production and distribution of these literacy materials we have the Education Publishing House. These materials are of various kinds such as textbooks, non-textbooks and other teaching materials for all levels of education. The local education administration has been also allowed to produce neo-literate materials for middle level downwards under the guidelines of the Education Ministry.

The materials given by the workshops have been very valuable and very suitable to rural people. These materials were translated into Vietnamese and distributed to many localities.

The help given by ACCU in the field of the preparation and production of neo-literate materials especially printing paper will be one of the decisive conditions favourable for use to prepare and publish qualitative and appropriate materials.

Report on Woman Literacy

In Viet Nam, especially in mountainous and rural areas, most of the illiterates are women. These women are so occupied with housework and farm work that they haven't got much free time for learning. More over they are not encouraged to learn by their husbands or parents.

Facing this situation we have got a lot of measures and activities to help these women. Local education administrations always has a division in charge of complementary education paying great attention to literacy education. Basing on the difficult situation of women in rural and mountainous areas we have organized mobile learning groups, that is to say these groups can move from house to house depending on the demand of learners. Sometimes, the teacher can give lesson even in the field during break hour, sometimes in the free time after they have finished a day work. The materials we have produced to help them improving their reading and writing skills are of various kinds. But the most important thing here is that in whatever form, booklet, poster or folder, these materials are simple and easy to understand and remember. They help these women consolidating the vocabulary they have learnt, at the same time give them such knowledge of everyday life as how to organize a family life, how to do extra work for additional incomes, how to

do the dress making, the cooking etc... We have printed a set of posters about family planning, children nursing and about how to bring up one's children healthy and well behaved. We have also published a lot of booklets on such topics as cooking skills, raising chickens and pigs, home gardening for additional incomes.

Besides, the local women organizations have got plans to enrich their knowledge about the world around them by such activities as discussions, meetings in which they are given lectures on the situations within and without their country, about women activities in society and about the advantages of family planning etc...

These activities encourage women in the rural areas trying to raise their literacy level so that they can read books benefiting them.

All the efforts mentioned above have contributed a great part in the literacy work for women in our country.

Resource Person's Paper

How to adopt/disseminate Asia/Pacific Joint Production (AJP) materials? And how to link it with ATLP and local materials?

Dil Bahadur Shrestha

I. How to adopt/adapt/disseminate AJP materials

So far Nepal has adopted AJP materials (as given in the table 1) since 1985 to 1989 and two more materials are in process to adopt and produce in near future.

The process of adaptation, utilization and reactions of people are given below:

1. Study of AJP materials in relation with its theme, objective, target groups, contents, format, relevance, guide for utilization, production, utilization of materials and production capacity in the country in terms of resources and technical capability.

Adult Education Section (AES) Ministry of Education and Culture (MOEC) is responsible for national literacy program, production and distribution of materials. AES organizes series of formal and nonformal meetings with colleagues who have long experience and have been involved in literary program along with the resource persons or participants in regional and national workshops organized by ACCU to study and discuss on AJP materials. We have followed the following steps to adopt AJP materials.

a) Need assessment

Identify the needs of neo-literates in rural areas and coincide local needs and national needs. We can find out the local needs and national priority needs from different document, study, national plan, policy and program in general. For example poor sanitation which cause poor health is a serious problem in rural areas. So to improve the sanitation is our local and national need.

b) Selection of AJP materials

Materials which could serve needs and which could be produced in low cost and used widely.

c) Translation and Validation of Materials

The selected materials have been translated into national language. Discussion in small group after translation and finalization. Then consultation with linguist for validation of language. In case of technical matter we consult concerned technical authority for technical validation. Then we ask good illustrator to illustrate according to the needs and local situation. The illustrator presents the draft for comment, then we finalize. After finalization AES produce the materials in small quantity up to 500-1000 copies in order to test in the field.

d) Testing the materials

The materials have been tested in real situations in different part of the country from different organizations involved in literacy programme. We have developed the following criteria to test the AJP materials to get the feed back from the learners, whether or not.

- the materials are interested to them
- contents is sufficient
- style of presentation is good
- format is acceptable.
- size of format, letters are appropriate
- messages are understandable
- easy to read/understand
- illustrations are clear and relevant
- different types of materials are adequate
- skills are applicable

e) AES conducts the field testing directly to get first-hand information. And also collect and discuss the feedback from AES and other organizations involved in the utilization of the materials.

In Nepal national literacy program has been developed with integrated approach in the package and coordination with other NGO's in implementation process. Literacy skills are linked with awareness

raising and functional contents in the package. In implementation process various governmental and non-governmental organization have been launching literacy program in their project areas with their own cost in coordination with MOEC. MOEC has been providing them materials with cost and technical supports without cost.

Beside this Seti Project has developed itself the materials in the context of Seti Zone, educationally the most backward zone.

A team reviews the findings of testing and make necessary modification before new publication. After testing new edition the team members go through the materials in the contents areas to adjust the comments of the field or NGO's organizations for improvement.

The modification you find in our each new publication is an evident of feedback and testing.

II. Utilization of AJP Materials

1. AJP materials are being utilized widely in national literacy program. The instruction is based on key word approach and problem solving method with integrated approach covering health, agriculture, cottage industry, concentization of family planning, population education, women status, social customs and so and so forth. The course is of 300 hours within 6-7 months for basic level literacy. AJP materials have been utilized in order to link and reinforce literacy instructional materials through facilitators in the beginning, during the middle of the class learners will use AJP materials directly when they will be able to read. It is easy to communicate message of the materials to the facilitators, and through the facilitators to the learners in particular and village communities in general. AJP Materials have been proved simple interesting and attractive.

2. AJP material have been utilized in post literary programs for neo-literates especially in rural areas from different Gos and NGOs in their areas in the form of post Literacy or continuing education classes. These materials are also used by community reading centres.

AES, MOEC is piloting post literacy program in Surkhet valley this year where the national literacy campaign was launched last year.

3. AES and other organizations have been utilizing AJP materials not only in the form of adaptation but also in the form of new model for creating new ideas and develop new materials according to needs. For example AES has developed Happy Family Poster Game with population education based on format and style of AJP materials as building up a Happy Community.

4. Some of the primary schools have already tested AJP materials produced by AES in primary school by the teachers.

The students have found these materials very useful for teacher to teach and students have shown more interest on it. So these materials can be utilized to supplement formal education.

5. Development agencies and line ministries are very happy with these materials because it can be used as reinforcement to their community development activities. So some of the agencies not involved in literacy program have also utilized these materials in their project activities in order to help achieve the objectives of the projects.

6. Donor agencies like Unicef, GTZ, SATA, SCF, UMN, etc. are very happy with these materials because it helped to serve their objectives and they are ready to finance for wider use. For example Unicef is financing more than 1000 literacy classes running through Agricultural Dev. Bank, Small Farmers Development Program, Production Credit for rural women, women education programs, primary education project by purchasing these materials from AES to utilize in their programs.

AES distribute the materials in AES program free of cost to the participants and sells these materials on actual production cost to other organizations. The materials are printed in large quantity. It has reduced the cost and resources have been utilized efficiently with coordinated approach. With the help of world Education Inc. AES has created a fund for printing which will be recycled.

7. Some AJP materials are less relevant to local needs and some are not possible to print in the country because of facilities not available and some materials are costly. Some skills are not so easily applicable. Some of the examples are:

- methane gas
- jigsaw puzzle game
- around Asia and the Pacific Sugoroku game
- knowing the numbers

In preparation of AJP materials in Regional Workshop I would like to suggest some of the selected materials produced in the host country also should be considered as AJP material so that our Regional Bank will be enriched in one hand and member states will be benefited more on the other hand. To materialize this concept, some of the procedure can be considered as follows:

1) Ask the host country of regional workshop to introduce their materials.

2) Study the materials by the participants in the workshop and discuss on it.

3) Select some materials for field testing by the participants.

4) Analyses the field testing.

5) Finalize the materials by the participants.

6) Produce AJP Materials by ACCU to be

adopted/disseminated by the member states.

7) Adopt and disseminate prize winning materials by ACCU and considered as AJP materials.

8) Adapt Children Books from Children Book Development Programme.

This paper has presented some of the ideas for discussion in this August gathering. Let us sit together, share our ideas and experiences and work together. This would be our regional strengths to fight against illiteracy.

The concept of linkage adoptation, dissemination and utilization of AJP in diagram.

ATLP	Regional Workshop Local Materials National Workshop Children Book Dev.	AJP materials	Adoptation/ Dissemination by the member studies	Utilization in rural areas

List of AJP Materials Adopted by AES, MOEC

S.N.	Name of Materials	Printed in 1985	1986	1987	1988	1989	Printing Last Cost/Copy Rs.	Total
1.	Everyone's Water-How should we use it? POSTER (Pani Ko Prayog)	450	No	No	No	No	11.00	450
2.	The Life of Water BOOKLET (Pani Ra Jivan)	1,000	No	No	No	No	5.00	1,000
3.	Menthan Gas-the use of waste materials-BOOKLET (Gobar Gas Prayog Garaun)	1,000	No	No	No	No	5.00	1,000
4.	Building up a Happy Community SUGOROKU GAME (Sakhi Jivan Ko Bato)	1,000	1,000	3,000	1,100	3,000	2.58	22,000
5.	Filteration of Water POSTER (Safa Pani Kha Un)	1,000	No	No	No	No	2.00	1,000
6.	Useful & simple knowledge for everyday living BOOKLET (Dainik Jivan Ko Lagi Upayogi Gyan)	-	1,000	2,000	62,000	No	3.47	65,000
7.	Safa Ghar Nai Sukhamaya Ghar Ho POSTER (A clean Home is a Happy Home)	-	1,000	No	No	No	2.00	1,000
8.	Co-operatives for Better Life BOOKLET (Sukhi Jivan Ko Lagi Sajha Sanstne)	-	1,000	2,000	62,000	No	1.82	65,000
9.	Guide Book for Development Materials Neo-Literates in Rural Areas	-	500	-	-	-	-	500

List of Neo-literate Materials produced by AES, MOEC

S.N.	Name of Materials	Printed in 1985	1986	1987	1988	1989	Printing Last Cost/Copy Rs.	Total
1.	Swastha Banau-GAME (Let's be healthy)	5,000	2,000	3,000 + 3,000	11,000	-	1.67	24,000
2.	Hamro Ketaketiharuko Nimti Ban BOOKLET (Forestry for our Children)	4,000	5,000	-	54,000	4,800	4.50	67,800
3.	Sukhi Pariwar POSTER (Happy Family)	-	-	-	500	5,000	3.65	5,500
4.	Aalu Kheti Garaun BOOKLET (Potatoes Farming)	-	-	-	500	2,000	9.60	2,500
5.	Aama Ra Bachcha Ko Swasthya Syahar BOOKLET (Mother and Child Health Care)	-	-	-	500	2,500	7.90	3,000
6.	Kathai Katha BOOKLET (Stories)	-	-	-	500	1,500	12.70	2,000
7.	Swastha Ranau Ludo Khei GAME (Let's be Healthy)	-	-	-	-	2,800	7.75	2,800
8.	Ketaketi Ko Rakshya BOOKLET (Security of Children)	-	-	-	500	2,000	9.90	2,500
9.	Machha Kheti BOOKLET (Fish Farming)	-	-	-	500	2,500	7.80	3,000
10.	Paisa Kamaune Upaya BOOKLET (Way to money earning)	-	-	-	500	-	7.00	500

Women's Education Programme Focussing on Literacy Education

Neelam Basnet

Introduction

Nepal's pouplation is estimated at 17.6 million, of which 92 percent is rural areas. Out of the total population 50 percent is female. The population growth rate is as high as 2.6 percent due to high fertility rate of 6.3. It is estimated that 36 percent of population is literate with 54 percent males and 18 percent female. Over two-thirds of all literates are from urban areas.

Prior to the advent of democracy in 1951, the people of the country had little access to education.

In 1971 His Majesty's Government of Nepal introduced "New Education System Plan" with the objective of providing mass education. It was a new era of educational development. It took important steps towards promoting education like establishment of more schools in difficult remote areas with the special provision of incentives to teachers working in such places, and free tuition and text books for the first three grades. This policy and provision has substantially contributed in making education available to and within the reach of all those who aspire to have an educational opportunity in the context of mass education.

Current Formal Educational Situation

Primary education is widely available throughout the country in keeping with the aim of all developing countries to reach universalization of primary education at least by the year 2000 A.D.

In spite of increasing the enrollment of girls in schools, the country has been facing problems of high disparity among sex, region and area, high rate of drop-outs, repetition, lack of trained teachers, lack of regularity of student due to long distances and attractive environment and absentism of teachers, as well as very low rate of enrollment of girls from socially backward and deprived communities.

The government of Nepal has made considerable

efforts in expanding schooling facilities for primary age children on the basis of the total education plan and policies. Disparities, however, have been witnessed between boys' and girls' participation in education. Access to education and training is a right to education. Nevertheless, boys are given preference over girls for many socio-cultural and economic reasons - a factor which has been discouraging girls' participation in nearly every sphere of life.

Current Literacy Situation

Wide range of factors including cultural bias, traditional rigidity, and socio-economic conditions are responsible for impeding endeavors for the development of girls' education. As a result, the literacy rate is low and a wide disparity exists in literacy rates and enrollment rates of girls and boys in the country. Nepalese women comprise about 50% of the population where as only 18% are literate, and almost half of the current literate females are girls of 6-year-old onwards of urban and semi-urban areas.

Besides domestic chores and responsibilities of their children women are involved in labour intensive farm work. A large proportion of their time is spent on fetching water, and collecting fuel and fodder. Studies have indicated that on an average, women work 10 hours as compared with 6 hours of work by men.

This clearly indicates that a lot has to be done to increase the literacy rate and girls' enrollment ratio.

The illiteracy of girls and women manifests itself in more than one sphere of social life. Their ignorance is wide and acute. They lack civic consciousness, legal awareness and occupational skills. Analyzing these facts, various governmental and non-governmental agencies have been making special efforts to promote the women literacy rate as well as girls' enrollment, because education today has become a commodity which must be equally distributed and made available to all the people of a nation. Therefore, various programmes have been implemented at the national level. These programmes have led to a significant increase in school enrollment as well as women literacy in the recent decades in general. There are about 41 NGOs and GOs involved in non-formal education with a coverage of about 100,000 illiterates each year. Recent studies of a pilot project showed that 70% of the participants were female and the classes were run by mostly female teachers. The literacy material - Naya Goreto has been massively appreciated by all the communities and it has a positive impact on women/girls as it mainly emphasizes on illustrations related to women in rural areas. However, there is still a wide discrepancy between the number of illiterate women (82%) and men (48%). Hence, programmes to be initiated in the near future should aim at making a significant impact on girls' enrollment at primary level and on women's literacy in general.

The following data reveals the increase of literacy in the nation.

Literacy Situation in Five Decades (%)

Year	Male	Female	National
1951	8.2	0.7	4.3
1961	14.6	1.6	8.9
1971	23.6	3.9	13.9
1981	34.0	12.0	24.0
1987	54.0	18.0	36.0

Major Problems

Access to education is governed by many factors like age, culture, religion, ethnic affiliation, economic class and residence. All these factors affects the access of men and women to education.

Thus, an assessment of the problems of low enrollment of girls and women education reveals the following factors:

- Social and cultural restriction that are imposed on girls and women deter them from participating in education.
- Parents are not aware of the need for providing equal opportunity of education to their daughters.
- Girls withdraw from school earlier than boys because of their need to assist in household work.
- Rural parents do not foresee the benefit of educating their daughters for a longer duration.
- The absence of essential facilities like urinals, lavatories, etc. within the school premises poses another problem.
- Schools do not offer programme that are relevant to girls' needs.
- Very low status accorded to girls and women in the country is the most stumbling-block in propagating girls' education.
- Adequate training facilities are not available for girls who dropout from schools.
- School timings and schedules sometimes are not suitable for those girls who have to shoulder household responsibilities.
- Programmes for the promotion of education for out-of-school girls are inadequate.

National Plan, Policies on Promotion of Girls/Women Education and Literacy Programme:

- The fifth five year plan (1975 - 80) specifically mentioned that women teachers would be appointed in primary schools with a view to increase enrollment of girls.

- The sixth five year plan (1980 - 85) stated that special programmes would be undertaken for providing educational opportunities to the educationally backward areas of women.

- The seventh five year plan (1985 - 90) also emphasized on increasing literacy rate through

the medium of primary and adult education.

(a) Nepal aims at universalizing primary level education by 2000 A.D.

(b) Special arrangement will be made to increase access of women to education in the remote areas.

(c) In order to expand female education, scholarship and hostel will be provided in the remote areas.

(d) In remote districts girl students are provided with free textbooks up to the fifth grade.

(e) Girl students in remote districts are provided with the facility or studying in the secondary schools free of tuition fees.

(f) A system of part-time education programme will be developed.

(g) Women's Service Co-ordination Committee has prepared plan of action in the line with national plan to promote girls'/women's education, which helps to formulate programmes by the concerned agency.

Implications on the Policy

The enrollment of girls in schools of Nepal can not be increased significantly unless special efforts are made. These efforts should be directed towards changing the attitude of parents towards the education of girls. His Majesty's Government of Nepal has realized this phenomenon of girls' education. A few special measures have been taken to improve the situation. They are:

1. Formal Education

1.1 Equal Access of Women to Education Project

1.2 Incentive Scheme

a) Free Textbooks to Girls
b) Primary School Scholarship Programme
c) School Dress Distribution Programme
d) Information Dissemination Campaign

1.3 Other Programmes

a) School Scholarship Programme
b) School Award Programme
c) Priority to Women in Primary School Teaching
d) Medal and Scholarship

2. Non-formal Education (Literacy Programmes)

With the urge of inducing more and more women and girls in literacy mission His Majesty's Government of Nepal and non-governmental agencies have been implementing non-formal education throughout the kingdom besides the regular formal education programme while more than 13,000 primary schools are providing formal education, 42 governmental and non-governmental agencies are involved in providing non-formal education in the country. Non-formal education has been playing a key-role in imparting education to school drop-outs, out of school girls and adults.

The recent development policies of HMG of Nepal is to fulfill the basic needs of the people. One major aspect of the basic need fulfillment programmes is to impart education to all. The "Education for All" goal coincides with the international commitment made by Unesco to eradicate illiteracy by the year 2000 A.D. In order to achieve the target of maximizing girls enrollment in primary schools and literacy rate through primary education and extensive adult education, various efforts are being made by GOs and NGOs. In spite of these various special efforts only 18% females and 54% male with the net 36% of 6 - 45 age-group population are literate with the current population growth rate 2.6% perannum and literacy growth rate 0.6%, and it is obvious that by 2000 A.D. there will be more than 10 million illiterates in need of literacy programmes. Hence substantial efforts are necessary in the context of Nepal to fulfill the target by 2000 A.D. The following are the major programmes undertaken to overcome the situation.

2.1 Education for Rural Development Project (SETI)
2.2 Primary Education Project (PEP)
2.3 The Accelerated Schooling System
2.4 Women's Service Co-ordination Committee
2.5 Non-formal Education Programme of Action Aid
2.6 Awareness and Adult Literacy Centre (ALC)
2.7 Home Reading Circle (HRC)
2.8 Chelibeti Programme by OWEP

3. Adult Education Programme of MOEC

MOEC, Adult Education Section has been conducting a mass literacy programme along with functional skill development programme. All its centres have been giving priority to enrol women. Beside its regular programmes, Nepal Women's Organization has been conducting 2 literacy centres in each of the districts with the aim to make more women literate since last year (1987/88). Ratna Literacy Award has providing incentives to encourage women in literacy throughout the country. This award giving programme is run by Nepal Women's Organization.

Constraints

- The literacy programme has been given a low priority in the national plan and policy. The allocation of 0.3% MOEC's budget in this programme is an evidence of a need of a strong national determination.

- Despite of some newly developed programmes for out-of-school and school drop-out children, it has been witnessed that they are neither sufficient nor properly functioning.

- Number of illiterates are increasing day by day in the absence of appropriate strategy for the

programmes.

- The magnitude of the problem calls for a strong administrative infra-structure in MOEC.

- The programme has not been able to access literacy programme to the needy group in the absence of co-ordination mechanism and proper mobilization of its resources.

- Literacy requires the assistance of active participation of politicians, social workers, policy makers, administrators and every literate citizen. Lack of this demonstrates that there is also a need of political determination and civic awareness.

- The gigantic challenge of eradication of illiteracy also calls for massive and effective literacy campaign throughout the nation in addition to present regular programme of NGOs' and GOs' efforts in literacy.

Development of Literacy Curriculum and Instructional Materials in Nepal

Chij K. Shrestha

Introduction

National Literacy Program in Nepal was started in early fifties. Although organized efforts were made and several approaches were tried out, the earlier programs exhibited many of the same problems that have plagued other large national literacy programs - materials were poorly designed, teacher training was inadequate, motivation of teachers was low, and there was little to read once learners acquired literacy skills. In addition, the indifference of the then planners and implementors of literacy programs brought a setback to the entire endeavor. An evaluation of the literacy program carried out in the late 1970 found it to be ineffective, having no significant impact on the lives of people.

In 1978, Ministry of Education and Culture approved a project with the objective of devising an adult education program package which would be geared towards the actual needs of learners and would bring about a significant change in their knowledge, attitudes and practices (KAP).

The project staff looked for approaches that would make the literacy programs both action-oriented and responsive to the interests and problems of the participants. The project goal was to have the learning groups focus on raising awareness about local problems, availing indulging causes of those problems, identifying possible solutions for the problems and discussing plans for community action to solve the problems. The first major task of the project was to design a curriculum and develop instructional materials that would respond to this goal.

Issues in the Design of Literacy Curriculum

In designing the literacy program, the project staff was faced with several basic issues about which they needed to make decision.

1) When is a person literate?

Definition of literacy range from a minimal ability to read and write one's name to being able to read and write everything that one can speak and understand. Many definitions are tied to reading and writing at a specific grade level. In Nepal no national test for literacy existed and the ability to read and write one's name was taken as an indication that a person was literate. In the emerging program in Nepal, literacy was seen as a skill to be used for learning, enjoyment and communication. This meant that the literacy skills taught in the program would have to be solid enough for the learner to be able to continue to learn, through individual effort, after the classes were finished. This also meant that in addition to introducing all the elements of the written language, the program would need to provide enough practice so that new literates would feel comfortable reading simple written material.

2) One language or many?

There are some forty different languages and dialects spoken in Nepal. Many ethnic communities have only a rudimentary knowledge of Nepali. A major issue for the project was how to address the needs of so many linguistic groups.

Although there are psychological advantages in learning to read and write in one's mother tongue, a single national language can be a binding force that contributes to building national unity within a rich cultural diversity. In addition Nepal can not afford the costs of literacy programs and reading materials in all of its many languages. For this reason, the project opted to choose Nepali as the language for the literacy program.

3) A single set of materials or variations?

In the beginning, staff had anticipated that they would produce a minimum of two and possibly three sets of learning materials, one for the hill population another for the Terai and possibly a third for the mountains. These three regions of the country were viewed as being sufficiently different in culture and dress to require separate sets of illustrations and sufficiently unique in social and economic

circumstances to merit their own problem - posing designs. However, to have produced regional variations of the materials at so early a stage would have been a luxury. Instead, staff learned to live within the existing limitations and to distinguish what was necessary from what would be nice to do. The single set of materials became the program design.

4) Presenting the writing system?

Nepali is written in a phonetic script called Devanagari, the ancient writing system of the Sanskrit language and of the Hindu Scripture. It is written in syllables. If one can name the syllables, one can say the word.

Reading is an active cognitive process that involves both analysis and synthesis, the reader scans the graphic symbols, analyzing the critical features of letters, clusters, or words. At the same time these individual features must be recombined or synthesized to construct the meaning of the new configurations. The keyword approach which was adopted by the project, uses both analysis and synthesis. The word, first presented as a whole, is broken down into its component syllables (analysis). Then the syllables are recombined to form new words (synthesis).

In Nepal, the keyword approach was entirely new to both the facilitators and the participants. They were accustomed, either through their own education or through listening to village children reciting their lessons, to the idea of memorizing the syllable families first. After some initial resistance to the keyword system, however, the participants began to realize that they were learning to read. In fact, they learned much more quickly by applying the cognitive skills of analysis and synthesis than school children did using only memorization.

5) What about numeracy?

Numerous activities were not included in the materials until the third revision. This inclusion was in response to requests from the participants who wanted an introduction to basic arithmetic. The goal was to teach addition, subtraction, multiplication and division with numbers up to a thousand. The project staff concentrated on activities that were concrete, that could be represented graphically, and that did not require any apparatus or materials that could not be found locally. For example, in order to make number concepts concrete, facilitators were urged to have participants use real objects such as pebble or kernels of corn when learning the basic number operations.

6) Visual Literacy?

With regard to the question of whether or not people who had little exposure to pictorial material could understand depicted objects, research showed that Nepalese villagers were very astute at perceiving what was shown, whether it was people or objects. The difficulty was not so much in seeing what was there as it was in getting meaning from a picture. People were unaccustomed to read messages from illustrations. For then, pictures were a form of decorative art rather than a tool for communication. It was for this reason that posters designed to communicate development messages on their own were frequently ineffective. Earlier work in non-formal education had assured staff, however, that pictures could be used as effective aids in teaching or, in conjunction with open-ended questions, as means to stimulate discussion.

Perception of pictorial content depends to some extent on the clarity of the illustration. For this reason the project opted for textured line drawings as opposed to photographs. Whereas photographs looked muddy when printed, line drawings could be clearly reproduced on the offset process available in Nepal.

7) Choosing the content for the materials?

The project's potential target population was the entire country. Therefore Nepal's national development priorities were examined to select topics to include in the learning materials. The project tried to identify generic themes that would be useful to a broad spectrum of the population. However, the staff were aware that women comprised the largest segment of potential learners and that there was a need to integrate a positive role model for women throughout the learning materials. This was not difficult, as women play an active role in the social and economic life of their community. By keeping this objective in mind staff were able to use literacy materials to show women having opinions, making decisions, learning new skills, and modeling a wide range of self-reliant behaviors. The outcome of the project has been the core curriculum and instructional materials for the national literacy program in Nepal. It has produced a set of four 96-page primers, a range of supplementary materials, and teacher and facilitator guides. Each learner receives a set of the four books, a workbook and a pencil. Each class is provided with a set supplementary materials for use in group exercises. Teachers are provided with a manual that explains the instruction methods used in the four books, the supplementary materials and lesson plans for each day of classes. (Please see Appendix I for contents of the four primers).

Post Literacy Materials

The number of neo-literates and semi-literates is rapidly increasing in Nepal as in many developing countries. On the positive side, an emphasis on short term non-formal education programs, in particular literacy courses is responsible for initiating adults deprived of formal schooling into the habits of reading. On the negative side, the number of semi-literates is becoming even grater on account of the very high drop-out rate in the lower primary grades, particularly in rural areas. The neo-literates and semi-literates may be said to be at a cross-roads. If provided with appropriate reading

materials, encouragement and assistance, they may develop and consolidate their literacy skills and reading habits. On the other hand, if they find little need and use for literacy in their everyday life, the skills they possess may deteriorate and they will relapse into illiteracy. The problem of relapse is particularly acute when as is often the case, reading skills are insufficiently developed to cope with the materials prepared for the general educated public. The preparation of specially designed, interesting and easy to read materials is essential if the gap between class-room primers in both formal and non-formal courses, and generally available reading material is to be bridged.

In response to this important need, the MOEC through its different sections and projects have produced a number of such materials. So has other GOs and NGOs involved in non-formal education. A list of the materials produced by the Adult Education Section and their contents are given in Appendix II. Giving a quick glance at the contents of these materials, it will be obvious that most of them are related to daily life issues and problems that rural women are directly involved with.

Contents of "Naya Goreto" the Four Basic Primers

Lesson	Keyword(s) & Discussion	New Syllables
1	kaam (a) (work) various types of work	ka, ma, aa-vowel sign
2	paanii (water) safe water	pa, na, ii-vowel sign
3	khetti (agriculture) how animals and people get their food	kha, ta, e-vowel sign
4	chhimekii (neighbor) problem solving through dialogue	chha, i-vowel sign
5	maanchhe (man) population pressures	Introduction to conjunct syllables: nchhha, nna, kka
6	lugaa (clothing) clothing and culture	la, ga, u-vowel sign, more conjunct syllables
7	gariib(a) (poverty) causes of poverty	ra, ba, more conjunct syllables
8	paisaa (money) ways to earn money	sa, ai-vowel sign more conjunct syllables
9	goThaalo (shepherd) the pros and cons of sending children to school	Tha, o-vowel sign more conjunct syllables
10	bikrii garnu (selling) discretionary money and nutrition	Introduction to conjunct forms of ra
11	pahiro (landslide) landslides and deforestation	ha, da, the bisargha, more conjunct syllables
12	sautaa (co-wife) jhagaDaa (quarrel) polygamy	jha, da, au-vowel sign, more conjunct syllables
13	rediyo (radio) bhakaarii (a kind of bamboo basket for grain storage) local technology and imported technology	ya, bha, more conjunct syllables
14	thicho micho (oppression)	tha, cha, more conjunct syllables
15	ghuus(a) (bribe) bribery	gha, uu-vowel sign, more conjuct syllables
16	pariwaar(a) niyojan(a) (family planning) family planning measures	wa, ja, more conjunct syllables
17	Phohar (a) (dirt) jhiingaa (flies)	pha, nga, the conjunct syllables ngga
18	ghaans (a)(grass) jangal (a)(forest) afforestation	The nasal modifiers: chandra bindhu and siri bindhu, more conjunct syllables
19	anpaDh (a)(illiterate) dhokaa (deception) the disadvantages of being illiterate	a, Dha, dha
20	aago (fire) churoT (a)(cigarette) accidents in the home	aa, Ta
21	aaimaaii (woman) the role of women in society	i, ii
22	gaaun panchayat (a) (village council) ekataa (unity) community decision making	u, uu, e, ai, the conjunct syllable ncha
23	okhatii (medicine) auSadhi (medicine) illnesses	o, au, Sa

24	agyaan (a)(ignorance) shikSaa (education) the advantages of education	sha, the conjunct syllables gya and kSa, more conjunct syllables	25	RiN (a) (loan) obtaining credit from banks	Ri, Na, the conjunct syllable kRi, more conjunct syllables

List of follow-up materials, their contents and medium of presentation

S/N	Title	Target Audience	Content	Presentation media
1.	Khaadhya bastu ra Haamro Swaastha (Food and Our Health)	Neo-Literate	Nutrition Education - Necessary things that our body - Why our body needs carbohydrate, protein, vitamin, water, fat, and minerals. - Sources of carbohydrate, vitamin, water, fat and minerals - Diseases caused by deficiency of carbohydrate, protein, vitamin, water, fat and minerals	Book
2.	Haamro Ketaaketiko rakshaa (Child Protection)	Neo-Literate	Child health Care - Common diseases of children (Tetanus, whooping, cough diphtheria, polio, measles, tuberculosis) - Symptoms, causes and preventions	Book
3.	aamaa ra bachchaako swaastha syaahar (Mother's and child's health care)	Neo-Literate (Mother's group)	Mother and Child Health Care - Nutritious food for pregnant women - Health check up for mother and child - Personal hygiene for mother and child - Immunization for mother and child - Breast feeding - Weaning food - Family planning service - House hold treatment	Book
4.	Saphaa Paani khaaau (Let's drink clean water)	Neo-Literate	Importance of Clean Water - Use of water in our daily life - Source of water - Diseases caused by contaminated water - How water is contaminated - Ways to purify water - Ways to be healthy - Some ways to get clean water - Water can be used as medicine	Book
5.	aaluhheti (potato farming)	Neo-Literate	- Land preparation for potato farming - Manure for potato farming - Diseases that effect potato farming - Common insects which destroy potato - Potato storing - Types of potato recommended for Terai, mountain and hill	Book

6.	maachhaa kheti (fish farming)	Neo-Literate	- Population education - Fish farming - Pond preparation - Putting fingerlings in a pond - Fish food - Oxygen for fish - Oxygen and water	Book
7.	kathai kathaa (stories)	Neo-Literate	- Cares studies - A green and pleasant village (based on population education) - Results of quarreling (based on social problems) - How Ram Bahadur changed his life (based on income generating activities) - Beginning of a happy life (based happy family life) - Bhagabati's dukha (based on large and unhappy family) - Poor Harka Bahadur (based on having many wives) - sahili's clean house (based on sanitation problem)	Book
8.	paisaak kamaaune upaaya (ways of earning money)	Neo-Literate	- Large family and small family - Income generating activities - Seasonal vegetables - Sewing and cutting - Poultry farming - Pig raising - Fisheries	Book
9.	dainik jiwanko laagi upayogi gyaan (useful knowledge for daily life)	Neo-Literate	- Treatment for high fever - Disease caused by contaminated water - Preventing potato from decaying - Preventing children from diseases - Personal hygiene, cleaning finger nails and teeth - Smokeless stove - Protecting grains - Deforestration - Environmental sanitation - Diarrheal diseases	Book
10.	sukhi jiwanko laagi saajhaa sansthaa co-operative institution for happy life)	Neo-Literate	- Village probelsm - Organization of co-operative institution - Opening up co-operative in the village	Book
11.	haamro ketaaketiko nimti ban (forest for our children)	Neo-Literate	- Deforestration - Causes of deforestration - Impact of deforestration - Reforestration	Book
12.	sharir laai chaahine khaane kuraa haru (food needed for body)	Neo-Literate	- Positive and negative health behaviours	snake ladder game
13.	shukhi pariwaar (happy family)	Neo-Literate	- Population Education, family planning and maternal child health	Game

14.	shukhi pariwaar (happy family)	Neo-Literate	- Population Education - Family Planning - Maternal child health	Flip chart
15.	Female Health Volunteer training manual (Pictorial manual)	Illitrate female, Health volunteers	- Ward Health Program - Mother's group - Mother and Child Health - Diarrhoea - Immunization - Nutrition - Sanitation - Family size - Family Planning - First-Aid	Book
16.	Birth Spacing Manual	Primary School level teachers and health field workers	- Introduction of Birth Spacing - Methods of Birth Spacing - Produced materials based on Birth Spacing materials in Nepal	Book
17.	Janma antar (Birth Spacing)	Neo-Literate	- sukha ra dukha (Impact of birth spacing) - yama raaj ko sallaha (health and family problem due to large family size) - Fill in the gaps (health and family planning messages) - Folk songs - Things should be known before getting pregnant - Things should be known by delivery mother - Cross words game - sapanaako updesh (birth spacing and happy family)	Book
18.	janma antar (Birth Spacing)	Neo-Literate	- What is birth spacing - Advantages of birth spacing - Methods of birth spacing - Different quotations on birth spacing	Brochure
19.	I am very happy today	Neo-Literate	- Success story of a literacy participant	Book

Role of Visual Component in Neo-Literacy

Sharad Rajit

Introduction

It has been a keen concern of all individuals and institutions involved in the development of education in Nepal that there is tremendous need for a package for neo-literates to sustain the literacy that they have already acquired.

If we analyse the literacy environment a few decades back we find that at present there has been a lot of change comparatively. Few decades back one could hardly see a piece of paper in a rural setting that carried a little message or information which enriches an individual's knowledge to improve his or her quality of life. The pace of life remains as it was a century ago. Life goes on with the knowledge that was inherited through generations or with the knowledge they gain from their own experience. Moreover due to rapid population growth the resources are getting less and less problems such as malnutrition, poor sanitation, preventable child death, poverty, etc. are often caused by inadequate knowledge, and most of the victims are women and children. Human inventions have made the life simplier. Information can make life easier, but most rural people have not been able to take advantage of today's knowledge for a better life.

Present Situation of Neo-literate Material

Indeed there have been measurable changes, if one passes through urban or rural setting he or she will probably see a few printed materials. It is because of efforts made by different line agencies working in the area like health, agriculture, family planning, etc. In the realm of development, the common goal is to benefit the common people. And in the development process it has been realized that until efforts have reached to the largest number of beneficiaries, the objective would not be fulfilled. In spite of the good intentions one of the major problems faced by the different government and non-government organizations is the network structure to distribute the materials that they have produced. Sometimes, materials are delivered but due to inadequate training among front line workers, the materials are not properly used and most often the materials distributed are poorly produced with little visual content. The main reason for this is a lack of adequate resources especially trained manpower.

Let us briefly review the materials produced by various agencies and organizations:

- The Family Planning promotion programme have produced a few materials to promote family planning awareness among people and to provide information on family planning methods.
- The Agriculture promotion programme have a number of publications on different issues which give information on improved varieties of seeds, appropriate seasons for appropriate crops, pesticides, manure, improved methods of storage of grain, kitchen gardening, etc.
- The health programme under GO and NGOs working on different aspects of health, have produced several materials on primary health care, signs and symptoms and treatments for different diseases.
- Likewise, several other programmes are producing different materials for a variety of specific subjects.

The efforts made by different GOs and NGOs is worth mentioning because their primary objective is to benefit the same target audience in their respective field of work.

It would also be worth mentioning some materials produced by different organizations involved in nonformal education for neo-literates like Save the Children USA, Action Aid, Seti Project, and ADBN's Small Farmers' Development Programme. These organizations have made considerable efforts to benefit the rural farmers and have proved to be successful in their project sites and there is a growing demand of those materials among organization involved in the nonformal education. Wall newspaper supported by Unicef produced by small farmer development programme with technical support from Nepal Press Institute which contains success stories of farmers, different relevant news and information for farmers is also gaining demand among neo-literates. Nava Drishya produced by Unicef containing different development issues like, health, environment, education, women issues through interesting comic stories is now for sale commercially.

These materials are evidence of the efforts being made by the different GOs and NGOs. They have certainly fulfilled a certain need in the country. But the critical question regarding whether these materials have fulfilled their primary objective still remains. To answer it would involve a big evaluation or even an impact research among the rural audience. Still with our limited knowledge going through the material we could generalize briefly and find that;

- Some materials are too academic or specialized to be understood by a lay person
- Some materials have unnecessary elaboration with little visual content.
- Materials produced successfully with appropriate content and supported by effective visuals.

Some of the materials produced had gone through

the process of need assessment, pretesting, procedure, but some seem to have been produced on a ad-hoc basic.

In spite of all efforts by those organizations there has been great need for a standardized neo-literate package specially focusing on women and children in Nepal. Because demography has shown that most of the underprivileged are women. This concern has been raised by different people in different forums like seminars and workshops to channelize the resources and manpower. Ministry of Education and culture had initiated number of meetings to co-ordinate with different GOs and NGOs to discuss this issue. To fill up these needs a comprehensive need assignment has to be conducted to go ahead with strategies and prepare the plans of action that would really benefit the neo-literates.

Material Development Team:

The development of any material depends on the types of people involved. There is no rigid theories that the group should consist only of particular personnel. Yet it is roughly suggested that the group should consist of:

1. Government officials involved in the subject and message designers to review if the organization's objective is met and follows the Government policy.

2. Subject matter specialists who have got the specific background and experience.

3. Writers who have got the background knowledge of the given target audience (trainers in the same background are recommended).

4. Artists: who should be able to illustrate the given situation for given audience. He/she should be able to contribute during the material development process as a visualisor or as a communicator, and should have knowledge of printing media.

5. Teachers/Facilitators who have the direct contact with the target audience and have the knowledge of problems and alternate solution.

During the preparation of the materials it is important that every member should play a vital role in their area. Beside the content development it is important that the artist's work is understood as a part of the total communication exercise. The artist working in development illustration is not just an artist who produces beautiful paintings but is a communicator of messages that facilitate the life of target beneficiaries. But generally artists are given the works when the content is finalized and are not involved in the efforts for understanding the objective of the exercise and contributing the total effort.

Research Findings

While developing the package the team should have some knowledge of research findings for better understanding which will help during the material development. A study conducted by Unicef in 1988 indicated that like most other developing countries, villagers in Nepal have had little exposure to printed materials in any form. Print media are a new experience for them. The study also indicated that understanding of pictures/visuals is not difficult to teach or learn. Some of the major conclusion suggested by the research during the preparation of the illustrations for the villagers are:

1) Close up illustrations which do not show the full figure are difficult to comprehend.

2) Full figure three-tone with single message are widely understood even by people with low--visual literacy level, so it could be a entry point to educate the people.

3) Unnecessary details in the background confuses the new viewer so they should be avoided for unnecessary distractions.

4) Motion, movement line, crosses, arrows are not understood by the audience.

5) Comic strips which carries more descriptive messages are not understood in sequences. But if they are taught how two read them they understood them.

6) Perspective with too much exaggeration is difficult to comprehend.

7) Among the literate group simple content and illustration together are widely understand.

8) Objects in the local environment are recognized and unfamiliar objects are difficult to understand but if they are taught, people can gradually understand them.

9) Local resemblance of costume and ethnic presentation make the rural audience feel close to the situation.

10) Posters are good for dissemination of campaign type message but they do not last long in a rural setting.

11) Illustrated booklets, flip-charts and flash cards are good teaching materials for villagers but only if they are used by front line workers.

12) Colour illustrations are recommended for special effect and for showing vegetables food items, etc.

During this workshop I hope this knowledge will help to some extent during the materials development exercise. With all the experienced delegates present here, we will be able to share a lot of experiences from different countries. I hope we will be able to produce relevant materials of high quality to benefit neo-literates and people involved in education.

Processes of Development

Kla Somtrakool

I. Identification of Needs and Policy — WHY

- International level
- National level
- Local level

II. Identification of Target Group — WHO

- Sex
- Age
- Education
- Religion
- Occupation
- Tradition-culture
- Interest
- Society
- Size of target group

III. Survey of Existing Materials — HOW

- Approach(appropriateness)
- Content(available)
- Quantity(sufficiently)
- Quality(interest/ effectiveness)

IV. Survey of Existing Resources — WHAT

- Fund
- Equipment
- Personnel
- Materials
- Implementing Services
  - Dissemination
  - Continuation
  - Follow-up activity,etc.

V. Materials Design — HOW

- Forms
  - Posters
  - Games
  - Books
  - Newsletter
  - Leaflet
  - Working sheet
- Approaches
  - Motivation
  - Creation
  - Analysis
  - Planning
  - Didactic

VI. Material Production

- Individual
- Group
- Copy right
- Try-out
- Editing
- Local production
- Mass production

VII. Implementation (Effectiveness)

- Operation
  - Individual
  - Group
  - Institution
  - Non-institution
- Evaluation
  - Interview
  - Test

VIII. Management

- Transportation
- Location
- Facilitator
- Supervision
- Follow-up activity

Analysis and Identification of Problems and Needs of the Villages - by NP (New-Participation) Method

Introduction

This is a kind of method for the analysis and identification of needs and problems after a village survey. Through this medhod, we can easily, quickly and practically analyse the village data with active participation of participants. This method of collecting and analysing field data is called 'NP Method' (New-Participation Method). This method has been using in the Regional/National Workshops.

Procedure

The procedure is briefly explained as follows:

(1) Participants are divided into groups of about 10 people in each group.

(2) After coming backc from survey and field visit in the village, each group discuss about problems and needs in the village related with various topics freely for about 30 minutes, so

that all participants in the group have some idea of the issues to be taken up in order of importance of the issues.

(3) After the discussion, each member in the group writes most crucial problems and needs in small pieces of papers, one person writes down about 10 different items, one item on one piece of paper. About 20 minutes is given for writing. Each item should be written in:

1) simple language and in short sentences;
2) the content should be clear and practical;
3) it should be easily understood by everybody.

(4) After all the paticipants in a group have finished their writing, the pieces of papers are collected and sorted to classify and group them according to their similarity. These pieces of papers with problems and needs are pasted in a big sheet of paper in clusters. The headings for each category of problems and needs are written down to summarize the points.

(5) After the identification of problems and needs, the participants could be asked to do similar exercise to suggest the solutions. Alternatively, when the participants were asked to write the needs and problems, they also could be asked to write both problems and solutions (about 10 items by each person).

Remarks

Through this method, it is possible to identify the problems easily and practically and to relate them into action for solution.

This method was found very interesting participatory and practical in earlier workshops. However, it is only a suggested method, there may be other better methods. We must be always flexible and open for improvement.

CHAPTER III

National·Follow-up Activity Plans Prepared by National Teams of the Participants in the Workshop

1. Scheme of Assistance to National Follow-up Activities
2. National Follow-up Activity Plans Submitted by Participating Countries

   China, India, Indonesia, Iran, Laos, Nepal, Pakistan, Philippines, Vietnam

Outline for Preparation of Naitonal Follow-up Activity Plans

ACCU is prepared to make, in co-operation with Unesco PROAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

I. Eligible projects:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

(2) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, either with translation/modification or as they are.

II. Amount of assistance:

US$500 to US$1,000 per country will be assisted.

III. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with Unesco PROAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contract with the Commissions for execution of the Projects.

IV. Schedule of execution:

- Notification to the recipients: End of January 1990
- Completion of selected projects: End of July 1990
- Submission of report to ACCU: End of September 1990

V. Contents of national follow-up activity:

(1) National training workshop

1) Objectives and contents of the training
2) Number of participants and their back-ground
3) Venue and date
4) Tentative programme of the Workshop
5) Faculty member
6) Training materials
7) Assistance sought from ACCU/Unesco PROAP
   a) Financial, b) Technical (Experts services), c) Materials (positive films, etc., documents)

(2) Production of AJP materials

1) Title of the materials
2) Estimated number of copies of each type
3) How the materials will be adapted and adopted
4) Responsible agency and responsible person
5) Assistance sought for ACCU/Unesco PROAP
   a) Financial, b) Technical (Experts services), c) Materials (positive films, etc., documents)

CHINA

Production of AJP Materials

1) Titles of national versions of AJP materials
   (1) Let's Form a Cooperative for Better Life
   (2) Raising Chickens for Additional Income
   (3) More Income by Tree Planting
2) Number of copies - 30,000 copies in total 10,000 copies respectively.
3) Schedule of execution
   (1) The plans will be carried out in January, 1990 and finished by the end of July, 1990.
   (2) Chinese versions must be not only royal to the original AJP materials but also combined with China's situation and conditions while being fitted to Chinese language habits for China's neo-literates.
   (3) Their print and production must be perfect while economizing on the expense.
4) Expense - RMB30,000 China Yuan in total.
5) Assistance sought for ACCU/Unesco PROAP - financial US$4,500.

Sun Bingching
Section Chief. Assistant Professor
Adult Education Research Section
Henan Provincial Education Commission

INDIA

Production of AJP Materials

1) Title of the materials:
   a) Useful and simple knowledge for everyday living
   b) What is the benefit of literacy for women

2) Estimated number of each type:

10,000 copies of each material

3) How the material will be adapted and adopted?

It will be translated in 'Hindi' the national language. One or two of the problems which are not very relevent for India will be replaced, by appropriate ones.

4) Responsible agency and person:

a) Responsible aagency:

State Resource Centre,
Jamia Millia Islamia,
New Delhi - 110 025

b) Responsible person:

Nishat Farooq
Programme Coordinator
(Material & Media)

5) Assistance sought from ACCU/UNESCO, PROAP

a) Financial - $2,000
b) Technical - Nil
c) Material - 5 copies of each of the material

INDONESIA

Production of AJP Materials

1) Title of activity:

Development (Modification up to Field Testing) of Asian/Pacific Joint Production Materials in Indonesia.

2) Objectives of the activity:

1) To adapt and adopt the Asian/Pacific Joint Production Materieals from ACCU Tokyo for the Indonesian neo-literates target group especially in the rural areas.

2) To acquire more learning materials for literacy program in Indonesia.

3) Responsible agency:

Directorate of Community Education

4) Responsible person:

1) Ms. Siami, Acting Head Sub Directorate of Technology Development of Community Education.

2) Ms. J.A. Doko, Head Curriculum Section, as Participant of the 7th Regional Workshop.

5) Number of executing Team:

4 (four) persons (Coordinator, Translator, Illustrator, Editor).

6) Venue & date:

- Directorate of Community Education, 114, Kramat Raya, Jakarta, Indonesia.

- May 1990

7) Needed materials:

a) Paper for drafts
b) Plano/hard paper for master making
c) Pensils
d) Drawing-pen
e) Colouring pen
f) Packing materials for mailing.

8) Assistance sought from ACCU/Unesco PROAP

a) Financial: US$2,000.-
b) Technical/Experts Service: -
c) Materials (document):

Asian/Pacific Joint Production Materials provided by ACCU Tokyo.

9) Development & production of materials:

- Title of materials:

a) Useful and Simple Knowledge for Everyday Living (Flipchart, 1986)

b) More Income by Tree Planting (Booklet, 1989)

c) How to Improve the Well System (Poster, 1989)

- Estimated number of copies of each type & title:

a) 1 master copy of each Title for ACCU Tokyo-Japan & Unesco PROAP Bangkok.

b) 300 copioes for: 300 districts in Indonesia of each Title.

c) 40 copies for: 27 provincial office & 2 BPKB's & directorate of Community Education.

10) Assistance sought from Indonesian Government/counterpart is comprising fascilities and equipment i.e.: Meeting room, workshop, computer, typewriter, photo-copy machine, typist.

IRAN

National Training Workshop

The Department of Research and Compile of Literacy Movement organized a national training workshop on the preparation of literacy follow-up materials as follows:

1) Objectives: Training of personnel for preparation of literacy follow-up materials.

2) Number of participants: 30 literacy personnel.

3) Venue and date: Tehran, 1-10 June, 1990

4) Programme of the workshop: Preparation of literacy follow-up materials.

5) Assistance needed: Financial, technical (expert service), and materials.

LAOS

National Training Workshop

1) Objectives and contents of the Training:

1.1) Objectives:

- To make the participants on Training workshop to see the role and duties of women in family and society and significant of adult education for women.
- Exchange the opinion and to gain the experiences of adult education for women in the regions overall country.
- Production adult education for women materials to make suitable with characteristic and psychology of women.
- To make understand how to use education materials with efficiency.

1.2) Contents:

- Overviews of situation of adult education, specifically in the past (1975 to present) in LAO PDR.
- How to develop and produce adult education for women materials.
- Activity plans of organization of adult education for women.

2) Number of participants:

Administrator and techniciens: 59 persons

3) Venue and date:

- Venue: Municipality Vientiane
- Date: 10 days, 5-15 February, 1990

4) Faculty number:

- Specialist from Department of Adult Education and up-grading
- Expert from ACCU

5) Training materials:

5.1) Documentations:

- Training documents workshop of ATLP.
- Guide book for development and production of materials for literates of ACCU.
- Summarize of literate for women in the past.

6) Assistance sought from ACCU/UNESCO PROAP

6.1) Finance: Total: $6,000.-

6.2) Expert: One expert for development and production of materials.

6.3) Materials:

- Guide book for development and production of materials for literacy campaign for women.
- Documentary of ACCU as follows:

  (a) Booklet, poster, game
  (b) Projector for paper transparency

7) Co-operation financial of Lao government

- Travelling fare: Region to Municipality Vientiane and to region 500,000 Kips

Plan of Production of Materials for Training Workshop

1) Title of the materials:

- Translate the booklet of ACCU in English to Lao language and print about 20,000 books. ("More Income by Tree Planting")
- Print one new book namely "Lao Women Literate Is Able to Help the Family and Society"

2) Estimated the number of copies for printing:

- Printing for 1,000 of the books of "More Income by Tree Planting".
- Printing for 1,300 of the books of "Lao Women Literate Is Able to Help the

Family and Society".

3) How the materials will be adapted and adopted?

The materials will be a help for Lao women as follows:

- Will be a help for the Lao women to understand significance of the literacy and be able to a help for the family and society.
- Will be a help for the Lao women to see the production of agriculture (planting). Help to get more income in the family and society and by the way is adapted in the policy of development of the Lao government.

4) Responsible agency:

Department of Adult Education and Up-Grading,
Ministry of Education and Sports

5) Assistance sought for ACCU/UNESCO PROAP:

Financial: Total: $1,000.00

NEPAL

Production of AJP Materials

1) Title of the materials:

a) Booklet - Why Literacy for Women?
b) Booklet - A Clean Kitchen Helps Keep the Family Healthy.
c) Poster - Equality for Happy and Healthy Family.

2) Estimated number of copies of each type:

a) Booklets - 5,000 copies
b) Posters - 1,000 copies

3) How the materials will be adapted and adopted?

Basic messages will be kept same as given in the above booklets and posters. Illustrations, texts and style of presentation will be changed into Nepali context, wherever necessary.

These materials will be used as part of post-literacy project in the National Literacy Program of Nepal.

4) Responsible agency and responsible person:

Ministry of Education and Culture,
Adult Education Section

Dil Bahadur Shrestha,
Under secretary

5) Assistance sought for ACCU/UNESCO PROAP:

a) Financial: $2,500.00
b) Materials: Positive films of all illustrations

PAKISTAN

National Training Workshop

1) A ten days follow-up workshop will be organized by the Ministry of Education in collaboration with ACCU at Islamabad.

2) Section of participants:

12 (twelve) participants will be invited for this workshop. The invitees who have vast experience in the field will be selected from all over the country. Break up is as under:

(i)	participants	12
(ii)	resource persons	3
(iii)	artists	2

3) Selection of materials:

Most relevant material from posters, games and booklets will be selected by the participants from the material already developed in the 7th Regional Workshop held at Kathmandu and also from the material developed in the National Workshop held at Islamabad, during 1989.

4) Pre-testing of material:

The selected material will be pre-tested in the different villages keeping in line with the relevancy, clarity, understandability, soundness and appropriateness of the local situation.

5) Improvement of material:

After pre-testing the material, the short-falls will be removed according to Pakistani Environment on the basis of feedback received from the field and the material will be revised/improved.

6) Post-testing the material:

After covering the short-falls, the improved material will be again tested in the field.

7) Final report:

A report containing all proceedings of the follow-up activity along with recommendations will be drafted. The selected material will be adopted in the Literacy Programmes of the Ministry of Education and will also be recommended to Non-Governmental Organizations (NGO's) for adoptation.

8) Expenditure: Total: Rs. 165,000/-

PHILIPPINES

Training Workshop for a Corps of Writers for the Magbassa Kita Expansion Areas

1. Objectives and Contents of the Training Workshop

1.1) General objective

To develop/enhance regional capability in literacy materials development for the effective and efficient delivery of literacy programme.

1.2) Specific objectives

- To asses the status of literacy materials in the region in terms: level, targets, format, contents, language, physical features - size, number of pages, illustration, color, point size, etc.; number of copies produced, producing body.
- To share experiences on NFE projects/activities focussing on women and girls.
- To discuss issues and concerns on women in development.
- To develop/enhance skills in preparing pre-literate and neoliterarte materials.
- To adapt AJP materials for national use.

1.3) Contents

- Status report on literacy materials in the region; NFE projects/activities for women and girls
- APPEAL/ATLP; Philippines Literacy Program
- Women in development - issues and concerns; progress and prospects
- Instructional design for nonformal education
- Learning needs assessment
- Writing instructional objects
- Task analysis
- Practicum: Development/adaptation of literacy materials for women
- Evaluation of learning materials
- Preparation of a regional district expansion of literacy program for women

2) Number of participants and their background

Forty participants from Region V (Bicol), Region VI (Western Visayas), Region VII (Central Visayas) and Region VIII (Eastern Visayas) shall be convened for the training workshop. The participants are regional NFE supervisors (at least two from each of the four DECS regional offices), schools division supervisor and district NFE coordinators. Criteria for participant selection shall be formulated and circulated in a DECS memorandum that shall be issued before the training date.

3) Date and venue

Date : 2-15 May, 1990
Venue : Applied Nutrition Center in Cebu City

4) Faculty members and support staff

Two to three faculty members for the training workshop shall be drawn from the senior staff of the Learning Resource Development Division, BNFE. They will be assisted by 2 facilitators from the same Division. Resource persons from the Bureau and academic institutions shall be invited for special theoretical inputs.

5) Training materials

Appropriate and relevant handouts shall be prepared for the workshop. A mini-library shall be set up which will carry literature on contents needed for the workshop. Literacy materials developed by the Bureau and the regions participating in the workshop and national versions of AJP materials, including original copies shall be part of the training materials. Sectoral agency material dealing on specific contents shall be collected to add to the collection of training materials that shall be made available to the participants during the workshop.

6) Assistance sought from ACCU/Unesco PROAP

6.1) From ACCU

- Financial: US$1,000.00
- Technical: Expert services of ACCU staff
- Materials: AJP neo-literate materials on women; and "Guidebook for the Development and Production of Materials for Neo-literates" (50 copies).

6.2) From Unesco/PROAP

20 sets of ATLP Package to be allotted as follows: one set per region - 14; 6 for the BNFE - 1 set per Division including Offices of the Director, Assistant Director and the BNFE Learning Resource Center.

VIET NAM

National Training Workshop

1) Objectives:

To provide the provincial participants with necessary understanding and experience in preparation and production of literacy follow-up materials.

2) Participants:

20 participants are key officers responsible for the training in preparation and production of literacy follow-up materials in their localities, mostly in the southern provinces (whose total of illiterates and neo-literates is large, and whose potentialities for preparation and production of follow-up materials for neo-literates are immense).

3) Venue and date:

- Duration & date : 10 days in October 1990
- Venue : Ho Chi Minh City

4) Tentative programme:

- Exchange of information and experience
- Resource papers: Apart from the lectures by CED specialists in this domain, ACCU assistance is highly appreciated. It is proposed that ACCU should send its mobile team to the workshop.
- Exposition of materials already produced at home and abroad.
- Pre-testing field visits
- Test-production of the materials
- Field-testing the materials
- Evaluation of the workshop
- Presentation of post-workshop activity.

5) Faculty members:

- Mr. Thankur Man Sakya, Regional Advisor in Education, Unesco PROAP
- Mr. Taichi Sasaoka, ACCU Executive Director
- Mobile team of ACCU experts

6) Training materials:

- Resource papers by Unesco PROAP and ACCU representatives
- Resource papers by ACCU experts
- Resource papers by CED specialists
- ACCU materials and documents

7) Assistance sought from ACCU/Unesco PROAP:

- Financial : US$5,000.00

- Technical (experts service): It is proposed that Mr. Sakya, Unesco PROAP Educational Advisor, Mr. Sasaoka, ACCU Executive Director and ACCU mobile team of experts would come to Viet Nam to help the workshop.

- Equipment:

  - 1 overhead projector
  - 1 slide-projector plus slides
  - 10 Canon - cartridges for Canon PC7 Photocopier (donated by ACCU at National Workshop held in Hanoi in June 1988)

Mr. Dao Minh De
Vice-Director
Complementary Education Department
Ministry of Education

Production of AJP Materials

1) Title of the materials:

- How to improve the system of water-wells?
- Feeding the baby
- Taking good care of parents

2) Proposed tirage:

- For each material : 10,000 copies
- Total : 30,000 copies

3) How the materials have been adapted and adopted?

Material 1 : How to improve the system of water-wells?
This is an AJP poster with adaptations in contents and illustrations to fit the conditions of Viet Nam.

Material 2 : Feeding the baby

Material 3 : Taking good care of parents

These are two booklets prepared during the national workshop on preparation of literacy follow-up materials held in Hanoi in 1988 under the ACCU experts' guidance.

4) Responsible agency and responsible person:

- Compelentary Education Department - Ministry of Education

- Mr. Dao Minh De
  Vice-Director of Complementary Education Department
  Ministry of Education

5) Assistance sought from ACCU/Unesco PROAP

- Expense of paper and printing charge for each material : US$1,000.00

- Total expenses for the 3 materials: US$1,000.00 x 3 = US$3,000.00

- It is proposed that ACCU should prepare positive films for the 3 materials.

Annex and Appendix

Annex

1. General Information
2. Schedule of the Workshop
3. List of Participants

Appendix

1. Opening address by Hon'ble Kshetra Pratap Adhikary, Asst. Minister for Education and Culture
2. Address by Mr. Ramesh J. Thapa, Secretary, MOEC and Secretary General, Nepal National Commission for Unesco
3. Address by Dr. I.P. Upadhayay, Additional Secretary, MOEC
4. Address by Mr. T.M. Sakya, Executive Secretary, APPEAL Task Force, Unesco PROAP
5. Address by Taichi Sasaoka, Executive Director, ACCU

Annex

1. General Information

General Information

The Asian Cultural Centre for Unesco (ACCU) and the Ministry of Education and Culture, Nepal will jointly organize a Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) as well as the Nepal National Commission for Unesco and the Japanese National Commission for Unesco.

1. Time and venue

The workshop will take place in Kathmandu, Nepal from Tuesday 17 to Thursday 26 October 1989.

2. Objectives of the Workshop

In Asian and the Pacific countries, one of the most serious problems concerning literacy is the literacy education for women. Therefore, the objectives of this workshop will be to provide training experience, concerning the development of neo-literate materials and expansion of participation in literacy activities relevant to the needs of the rural people, mainly focusing on women, to participants from Unesco Member States in the region on:

1) the study of needs and problems in rural areas especially of women in the context of national objectives

2) the development and production of neo-literate materials, especially for women including design and illustration

3) the evaluation and adaptation of neo-literate materials with special reference to AJP

4) the distribution and utilization of neo-literate materials especially for women

3. Work of the Workshop

To achieve the above objectives, the work of the workshop will consist of the following matters:

1) Presentation and exchange of information on women's literacy situation

   a. Presentation and discussion on the report of the follow-up activities

   b. Exchange of information among participants on women's literacy situation in the country and neo-literate materials for women in the country

   c. Understanding of the neo-literate materials for women produced in Nepal

2) Development of neo-literate materials for women

   a. Method of developing materials in relation to the curriculum and guidebook especially for women

   b. Survey of the problems in rural areas especially on women including analysis and relevancy

   c. Development of effective and simple neo-literate materials for mainly women

   d. Adaptation and evaluation of neo-literate materials

   e. Field-testing of the materials developed during the workshop and the new drafts of AJP

3) Distribution, utilization and follow-up activities

   a. Planning of effective distribution and utilization of the neo-literate materials

   b. Planning of follow-up activity in respective countries

4. Participation

1) Participants: Nomination of two participants each belonging to Group (A) and one participant each belonging to Group (B) to be received through respective National Commissions for Unesco

Group (A):
Bangladesh, Bhutan, India, Iran, Maldives, Nepal and Pakistan (from Nepal up to two more participants can participate)

Group (B):
China, Indonesia, Laos, Malaysia, Papua New Guinea, Philippines, Tahiland and Viet Nam

2) Resource persons: A few participants are requested to act as resource person as well.

3) Unesco: Unesco may send a representative from Unesco PROAP

4) Observers from international organizations

5. Qualification of the Participants

either a) One who is in a position responsible for planning, editing and producing neo-literate materials. One who is involved in literacy activities for women is desirable.

and/or b) A person who is actually engaged in production of neo-literate materials (illustrator, designer, etc.)

6. Schedule

(under consideration)

7. Working language

The working language will be English. However, for the sake of field testing, selected materials will be translated into Nepalese.

8. Country Reports

Each participant is requested to prepare a country report, which should reach both ACCU and the Ministry of Education and Culture, Nepal by the end of September 1989. (Please see Guidelines for Preparing Report attached.)

9. Financial arrangement

ACCU will provide each participant and resource person a direct class return air ticket between the international airport nearest his/her residence and Kathmandu, Nepal and with daily subsistence allowance from Monday 16 to Thursday 26 October 1989.

10. Correspondence

All the correspondence concerning the organization of the Workshop should be addressed to:

The Director-General
Asian Cultural Centre for Unesco (ACCU)
No. 6, Fukuromachi, Shinjuku-ku
Tokyo, 162 JAPAN
(Tel: 269-4435, 4445)

Ministry of Education and Culture, Nepal
Kaiser Mahal, Kantipath
Kathmandu
Nepal

2. Schedule of the Workshop

17 Oct.(Tues)	09:00-09:30	Registration
	09:30-10:30	Opening ceremony
	10:30-11:00	Refreshment
	11:00-12:30	Introduction
		Election of office bearers
		Orientation of the workshop by Mr. Sakya, Unesco and Mr. Tajima, ACCU
	12:30-14:00	Lunch
	14:00-15:00	Presentation and discussion
		Unesco report on literacy materials and the APPEAL by Mr. Sakya
		ACCU's report on literacy programmes in Asia and the Pacific by Mr. Sasaoka, ACCU
	15:00-15:15	Tea break
	15:15-18:00	Presentation and discussion on country reports by participants
	19:00	Dinner hosted by Mr. Taichi Sasaoka, ACCU
18 Oct.(Wed.)	09:30-10:30	Introduction and discussion on Nepal's literacy and post literacy programmes with special reference to woman literacy programme by Mrs. Neelam Basnet and Mr. Chij K. Shrestha
	10:30-10:45	Tea break
	10:45-11:45	Continuation of Nepal's presentation Mr. Sharad Ranjit and Mr. Dil Bahadur Shrestha
	11:45-13:00	Presentation and discussion on procedure of materials development by Dr. Kla Somtrakool
	13:00-14:30	Lunch
	14:30-16:00	Introduction to ATLP with special reference to curriculum (part one) by Mr. T. M. Sakya
	16:00-16:15	Tea break
	16:15-17:15	Presentation on format and design of materials for neo-literates by ACCU
	17:15-18:30	Formation of groups
		Expectations from group works

		Field study and need assessment
		Briefing on field visit sites
	18:30-19:30	(Group work) Preparation of field survey tools to identify problems and needs in the village to prepare materials related to women's development
19 Oct.(Thu.)	09:30-16:00	Field visit
20 Oct.(Fri.)	09:30-10:45	(Group work) Analysis of field data and selection of theme and format
	10:45-11:00	Tea break
	11:00-11:40	(Group work)
	11:40-12:30	(Plenary) Group reports and explanation of draft AJP materials
	12:30-14:00	Lunch
	14:00-15:30	(Group work) Development of new materials and improvement of draft AJP materials (including translation)
	15:30-15:45	Tea break
	15:45-18:30	(Group work)
21 Oct.(Sat.)	08:00-12:30	Sightseeing
	Afternoon	Free
22 Oct.(Sun.)	09:00-10:45	(Group work) Development of new materials and improvement of draft AJP materials (continued)
	10:45-11:00	Tea break
	11:00-12:30	(Group work)
	12:30-14:00	Lunch
	14:00-16:00	(Group work)
	16:00-16:15	Tea break
	16:15-18:30	(Group work)
23 Oct.(Mon.)	09:00-10:45	(Group work) Development of new materials and improvement of draft AJP materials
	10:45-11:00	Tea break
	11:00-12:30	(Group work)
	12:30-14:00	Lunch
	14:00-15:30	(Group work)
	15:30-15:45	Tea break
	15:45-17:00	(Plenary) Presentation of newly developed materials
	17:00-18:00	Preparation for field-testing
24 Oct.(Tue.)	09:00-16:00	(Group work) Field testing of materials in three villages
25 Oct.(Wed.)	09:00-11:00	(Group work) Revision and improvement of materials based on field testing results
	11:00-11:15	Tea break
	11:15-12:30	(Plenary) Presentation of group reports on field testing & revised materials
	12:30-14:00	Lunch
	14:00-16:00	Linkage of AJP and ATLP materials by Mr. Sakya (part two)
	16:00-16:15	Tea break
	16:15-17:00	Briefing on national follow-up activities by ACCU & Unesco
		ACCU programme for ILY
		Noma International Literacy Fund
		Others
26 Oct.(Thu.)	09:00-10:30	Adoption of draft final report of the workshop
	10:30-11:00	Closing ceremony

3. List of Participants

I. Participants

1. China
   Mr. Sun Bingcheng
   Associate Professor, Director, Adult Education Research Section
   Henan Provincial Education Commission
   Henan Province
   3 Hua Yuan Road, Zhengzhou, Henan

   Mr. Xu Hengzhen (interpreter)
   Official
   Foreign Affairs Division
   Henan Provincial Education Commission
   Henan Province
   3 Hua Yuan Road, Zhengzhou, Henan

2. India
   Mrs. Nishat Farooq
   Programme Co-ordinator, (Material & Media)
   Jamia Milia Islamia University
   New Delhi
   State Resource Centre, Jamia Milia Islamia, New Delhi 110025

3. Indonesia
   Mrs. Doko Saudale
   Head
   Section of Curriculum Directorate of Community Education
   114 jl. Kramat Raya, Jakarta Pusat

4. Iran
   Mr. Bafandeh
   Responsible for Research and Producing Materials
   Literacy Movement Organization
   Ministry of Education
   Fatemi, Ave., Tehran

   Mr. Eftekharzadeh
   Director of International Bureau of Literacy Movement Organization
   Ministry of Education
   Fatemi, Ave., Tehran

5. Laos
   Mr. Vongvichit Vathtana
   Deputy Director
   Department of Literacy and Adult Education,
   Ministry of Education
   Vientiane

6. Malaysia
   Mrs. Khamsiah Yahya
   Community Development Officer
   Community Development Division
   Ministry of National and Rural Development
   Kuala Lumpur
   6th Floor, Kompleks, Kewangan, Jl. Raja Chulan 50606, Kuala Lumpur

7. Nepal
   Mr. Indu Nepal Shrestha
   Training Officer
   Adult Education Section
   Ministry of Education and Culture

   Mrs. Usha Satyal
   Assistant Health Specialist

   Primary Education Project
   Non Formal Unit
   Ministry of Education and Culture
   Sanothimi, Bhaktapur

   Mrs. Ishwari Bhattarai
   Chief, Nutrition Unit
   Ministry of Education and Culture
   Kaiser Mahal, Kathmandu

   Mr. Tek Bir Mukhiya
   Chief Designer
   Jore Ganess Press
   Balaju Industrial District, Balasu

   Mr. Shyam Lal Shrestha
   Artist, Janak Education Materials Centre, Sanothimi, Bhaktapur

   Mr. Rudra Prasad Neupane
   Production Officer
   Press Department
   Shajha Prakashan, Pulchowk, Lalitpur

8. Pakistan
   Mr. Ahmed Din Uttra
   Education Officer
   Ministry of Education
   Islamabad, Pakistan

9. Papua New Guinea
   Dr. Otto Nekitel
   Senior Lecturer
   Language and Literature Department
   University of Papua New Guinea
   National Capital District,
   P.O. Box 320, Port Moresby

10. Philippines
    Dr. Magdalena E. Dugenia
    Chief, Learning Resource Development Division
    Nonformal Education Bureau
    Department of Education Culture and Sport
    Mabini Bldg., University of Life Complex, Meralco Avenue, Pasig, Metro Manila

11. Thailand
    Dr. Kla Somtrakool
    Director
    Non-formal Education Development Division
    Department of Non-formal Education
    Ministry of Education
    Bangkok 10300

12. Viet Nam — Ms. Phanthituyetlan
Editor
Educational Publishing House
21, Le Thanh Tong, Hanoi

II. Observers

Mr. R. Upadhyay
Education Officer
Education Section
Unicef, Kathmandu
P.O. Box 1187
Nepal

Mrs. Amphone Khamsingsavath
Specialist
Laos

Miss Bimala Manandhar
Programme Officer
World Education
P.O. Box 937
Kathmandu, Nepal

III. Resource Persons

Dr. Kla Somtrakool
Director
Non-formal Education Development Division
Department of Non-formal Education
Ministry of Education
Bangkok, Thailand

Mr. Dil Bahadur Shrestha
Under Secretary
Adult Education Section
Ministry of Education and Culture
Kaiser Mahal, Kathmandu, Nepal

Mr. Chij K. Shrestha
Advisor
Adult Education Section
Ministry of Education and Culture
Kaiser Mahal, Kathmandu, Nepal

Mrs. Neelam Basnet
Chief
Women's Education Project
Ministry of Education and Culture
Nepal

Mr. Sharad Ranjit
Assistant Programme Support
Communication Officer
Unicef, Kathmandu
P.O. Box 1187, Kathmandu, Nepal

IV. Unesco

Mr. T. M. Sakya
Education Advisor
Unesco Principal Regional Office for
Asia and the Pacific (PROAP)
P.O. Box 967, Prakanong Post Office,
Bangkok 10110, Thailand

V. ACCU

Mr. Taichi Sasaoka
Executive Director of ACCU

Mr. Shinji Tajima
Chief
Book Development Section, ACCU

Ms. Mieko Tase
Deputy Chief
Book Development Section, ACCU

Mr. Shigeru Aoyagi
Assistant Chief,
Book Development Section, ACCU

Secretarial Staff

1. Dr. Uttam Krishna Karmacharya
2. Mr. Purna Bhakta Tandukar
3. Mr. Bijay Prasad Gautam
4. Mr. Tika Ram Chaudhary
5. Mr. Yogesh Kumar Shrestha
6. Mr. Madhu Kumar Amatya
7. Mrs. Subarna Singh Maharjan
8. Mr. Kumar Prasad Nepal
9. Mr. Niranjan Sharma
10. Mr. Janardan Phuyal
11. Mr. Ramji Shrestha
12. Mr. Pradip Ratna Shakya
13. Mr. Kiran Mali
14. Mr. Krishna Jeebi Ghimire
15. Mr. Surya Ratna Shakya
16. Mr. Nawaraj Shrestha
17. Mr. Lal Bahadur Marjan

Appendix

Opening Address by Hon'ble Kshetra Pratap Adhikary
Assistant Minister for Education and Culture

Honourable Chairman, Dr. Lekh Nath Belase, Member, National Planning Commission
Mr. T. Sasaoka, Executive Director, Asian Cultural Centre for Unesco, Tokyo, Japan
Mr. T. M. Shakya, Educational Advisor, Principal Regional Office for Asia and the Pacific, Bangkok
Distinguished participants,
Ladies and Gentlemen,

1. I feel honoured having this opportunity to inaugurate the "Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific" jointly organized by Asian Cultural Centre for Unesco (ACCU) and Ministry of Education & Culture (MOEC). On behalf of His Majesty's Government of Nepal, I would like to express our appreciation to ACCU for providing opportunity of hosting this valuable workshop in Kathmandu for the first time.

2. It is a great pleasure for me to extend hearty welcome to all of you to Nepal and to greet the distinguished participants from the Member States of Unesco in Asia and the Pacific attending the workshop.

3. I must congratulate ACCU for making valuable contribution to the promotion of culture and literacy in this region in line with Unesco spirit and full supports from Unesco Member States. Asia/Pacific is culturally a rich region. We believe that nature is God made and culture is man made. Culture flourishes when people are be enlightened. With this trust the ACCU vigorous efforts to promote the culture literacy, and book development have been highly appreciated.

4. We are gathered here to exchange ideas and share experiences as well as to develop new materials for neo-literates focusing on women in rural areas. We in developing countries are facing many problems in the process of national development. Illiteracy is not only a serious problem for development but also a great challenge to mankind and its culture. Man has developed knowledge, science and technology very rapidly. Still one fifth of world population is illiterate. Among them 60 percent are women. Three fourths of the world illiterate people are living in our region. In this context Unesco has appealed to Member States to provide "Education for All" by the year 2000 A.D. and UNO has also declared 1990 as an International Literacy Year. Similarly SAARC has also declared 1990 as the "SAARC Girl-Child Year". So this workshop is most relevant and timely.

5. We have already identified the problem of illiteracy and also found the strategy to educate women. If we educate a man, we are educating a person only. If we educate a woman we are educating a family and ultimately the nation. It does not mean to say that male literacy is not necessary but in the context of our region we have to focus our attention especially on women because of their high rate of illiteracy and low participation in development process. In this regard the purpose of workshop which is organized to develop literacy materials for and the expansion of participation in literacy activities of women in Asia and the Pacific is very appropriate and useful for our needs.

6. Literacy is one of the main programmes of the ACCU. Therefore it has already organized 6 regional and 3 national workshops in this field in different countries. Nepal had a chance to organize lst National Workshop in 1986. The out-comes of national and regional activities called, Asia/Pacific Joint Production materials (AJP) serve as prototype materials. AJP programme is our regional bank of materials from where we can draw and adapt materials according to our needs.

7. In Nepal, in spite of the tremendous efforts during the last four decades for mass education, the literacy rate has reached only 36 percent. The following literacy situation of our country further aggravates the seriousness of the problem:

- There are about 40 percent primary school age group children out side formal schooling although the gross enrollment is 86 percent.
- About one third of the primary school children dropout before completing primary school of 5 years.
- There are inadequate and scanty post literacy programmes for neo-literate to retain, consolidate and apply their literacy skills in their day to day life.
- There are more illiterate women (82 percent) than men (46 percent).

Since 50 percent of the Nepalese population is constituted with women, any endeavour without an active participation of women is an incomplete affair. The participation of the maximum number of women speeds up the pace of development, and moreover, leads to a more equitable distribution of the benefits which can contribute to making the lives of the people better as envisaged in our basic needs programme. Keeping in view of a highly significant role of women in national development, the government has been giving special attention to this significant segment of the population, since 1970 which is also called the era of women.

8. The special programmes for promotion of education for girls and women have been implemented in Nepal, namely distribution of free text books for girls students in primary schools, female teacher training programme, scholarship scheme for girls in

primary schools, rewards for high enrollment of girls' in primary schools, priority for women for teaching job, non formal education programme for out of school girls known as Cheli-Beti programmes, literacy shield for best women's literacy programmes, and priority for female participation in literacy programme.

9. Nepal has been implementing Adult Education programme since 1956 targeting 15 to 45 years of age group population. The programme has adopted integrated approach in the literacy package linking literacy skills to functional components and awareness raising with sound curriculum, instructional materials, teaching methods and so on. The package has been awarded. NASIM HABIB 1st prize from Unesco, Bangkok in 1985.

The governmental and non-governmental organizations with rural community development activities are also assisting MOEC in implementing literacy programme. There are more than 40 organizations implementing literacy programme in their project areas. Their coverage in quantity is about 60 percent and MOEC covers 40 percent. Adult Education Section of MOEC is providing these organization literacy materials and other technical supports.

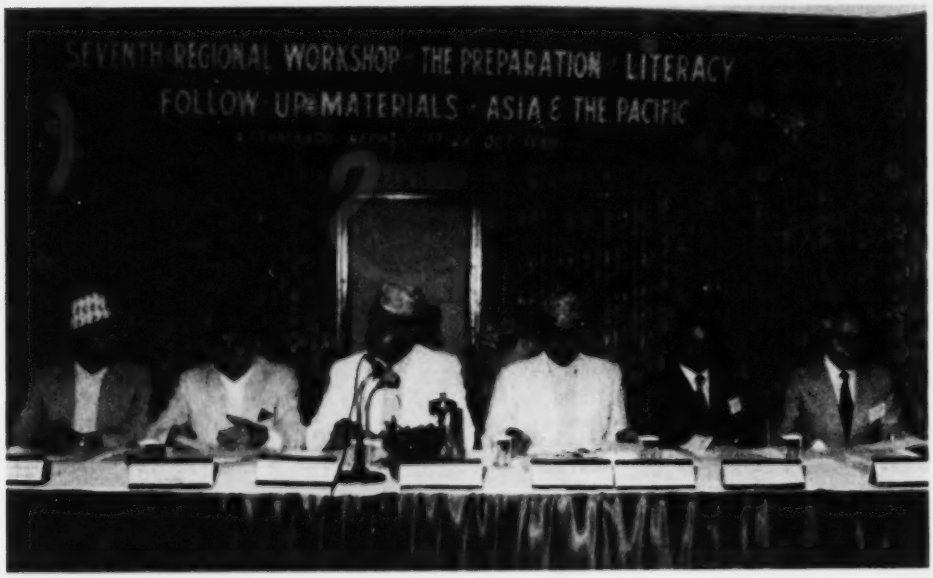
We launched a pilot project of National Literacy Compaign in Surkhet Valley (western part of the country) last year covering about 10,000 illiterates. After getting a successful result, we are extending to literacy compaign in Kapil Bastu district this year and also launching post literacy programme in surkhet.

We are now preparing plans and policies for Eighth Five Year Plan which beings in 1990. One of the main policies of this plan will be human resource development, focusing on female participation in development process. In spite of various assistance from bilateral and international organizations such as Unesco, Unicef, UNDP, etc. we are still facing resource constraints.

10. I sincerely thank ACCU and Unesco for giving us a chance to host this very important workshop in Nepal. I am sure that distinguished participants gathered here are actively engaged in the development of materials in their respective countries. I believe that the workshop will enhance our capacities to overcome the task of eradicating illiteracy.

I wish you all enjoyable stay in Kathmandu and a successful workshops. With these words, I declare officially opened the Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

Thank you.



Opening session

Address by Mr. Ramesh J. Thapa
Secretary, Ministry of Education and Culture
Secretary General, Nepal National Commission for Unesco

Honourable Chairman,
Honourable Assistant Minister for Education and Culture,
Educational Advisor, Unesco/PROAP,
Executive Director, ACCU
Ladies and Gentlemen,

It is a great pleasure and honour for me to have this opportunity to address this Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, Kathmandu, Nepal jointly organized by Ministry of Education & Culture, Asian Cultural Centre for Unesco, in collaboration with Unesco Principal Regional Office for Asia and the Pacific.

First of all I would like to join previous speakers to extend hearty welcome and greetings to the distinguished guests and participants attending this Regional Workshop. The workshop of this sort is undoubtedly of great importance for us because the theme to be deliberated upon, in this workshop, is considered to be very relevant particularly at a time when policy makers, educational planners and administrators have been quite aware of the need for more literacy follow-up materials in Asia and the Pacific.

Mr. Chairman, in Nepal despite tremendous progress in primary education during the last four decades, 40% of the primary school-age children are still outside the school system. This proportion is even high in the case of females. About one third of the primary school children drop out before completing primary cycle of five years. Substantial resources and much greater efforts are being devoted to the promotion of primary education. Schools are being established both through private and public initiatives and at substantial costs and increased operational expenditure but yet the outputs of all these endeavors leave much to be desired.

Before the dawn of democracy in 1951, the people of the country had little access to education. In 1971 His Majesty's Government of Nepal introduced "New Education System Plan" with the objective of giving the whole education system a new orientation. It was a new era of educational development. It took important steps towards promoting education like establishment of more schools in difficult and remote areas with the special provision of incentives to teachers working in remote places, and free tuition and text books for the first three grades of primary cycle. These steps had substantially contributed to the expansion of educational opportunities. However the expansion has brought along several problems such as high dropout and repetition rates, disparity in regional and sex wise participation and even some quality issues.

The participation of girls at all levels of education is rather low vis-a-vis the boy's. The problem is more acute in the remote and isolated areas. The dropout, repetition and failure rates for girls further aggravated the problem of girls participation in education. Several factors are responsible for this phenomena demands of domestic work, on-farm activities, illiteracy among parents, inconvenience of school hours etc. Despite all these difficulties and problems, His Majesty's Government of Nepal has been doing its best to improve the situation by following policies oriented towards promoting education for girls and women.

Mr. Chairman, it seems to me that among the several parameters of quality of education the relevancy of instructional materials and training of teachers are the prominent ones. We in Nepal have been engaged in the task of reviewing our curriculum and instructional materials to make them more useful and practical. Similarly we have committed ourself to providing basic training to all primary teachers by the year 2000 in order to enable them to perform their functions effectively inside the class room.

The recent development policies of HMG of Nepal is to fulfill the basic needs of the people. One major aspect of the basic need programmes is to impart education for all. The "Education for All" goal coincides with the international commitment made by Unesco to eradicate illiteracy by the year 2000 A.D. In order to achieve the target of maximizing girls enrollment both through formal and non formal approaches and to raise the literacy rate through extensive adult education programme, various efforts are being made in cooperation with several non governmental organizations. In spite of these efforts only about 18% females and 54% males are literate. With the current population growth rate of 2.6% per annum, it is estimated that by 2000 A.D. there will be more than 10 million illiterates. Hence it is obvious that substantial efforts will be required to raise further the literacy rate in Nepal. Mr. Chairman, may I point out that several measures and activities have been undertaken in cooperation with NGOs to expand non formal education programmes for out of school children and literacy classes for adults. A literacy campaign launched last year on a pilot scale in a few panchayats of hilly district could be cited as an example in this regard. Its outcomes have been satisfying to us and we have now been encouraged to replicate the campaign in a different locations of the Terai region.

I hope this workshop participated by all those with considerable experience in their respective countries of educational development would come up with important recommendations in relation to the preparation of literacy follow-up materials in Asia and the Pacific. I took forward eagerly to the out come of this important workshop which is so relevant in the context of Nepal.

Finally I would like to express my deep

appreciation of ACCU for making valuable contribution by way of organizing several activities relating to the promotion of literacy follow-up materials in Asia and the Pacific. I also express my grateful thanks to the distinguished delegates who have come all the way from their respective countries to help us organize this very valuable workshop. I further wish the workshop a success with fruitful deliberations.

Thank you.

Address by Dr. I.P. Upadhayay
Additional Secretary, Ministry of Education and Culture

Mr. Chairman,
Hon'ble Assistant Minister of Education and Culture
Mr. Sasaoka, Executive Director, ACCU
Mr. T. M. Sakya, Educational Advisor, PROAP
Ladies and Gentlemen,

It is indeed a great pleasure and a rare privilege to extend, on behalf of the Ministry of Education and Culture and on my own behalf, warm and hearty welcome to all those who have kindly accepted our invitation and have obliged us by their gracious presence at this solemn inaugural ceremony of the Seventh Regional Workshop on the preparation of literacy follow-up materials in Asia and the Pacific.

I would also like to avail myself of this opportunity to express our deep sense of gratitude to the Asian Culture Centre for Unesco, Tokyo for granting us this rare privilege of hosting the workshop in this ancient, beautiful capital city of Nepal. The lush green paddy fields, the undulating landscape, the green and white mountains lining up, the elegant monuments and above all the very pleasant weather have all joined hands in rolling out a red carpet to our honorable and distinguished participants coming here to attend the workshop all the way from several countries of the Asia and the Pacific region. Our country, in fact, has been the centre of attraction for several visitors across the world for its natural beauty, rich cultural heritage, glorious history and colorful people. It is perhaps for this reason that several of its sites and monuments have found place on the list of the cultural and natural world heritage. This also demonstrates its importance as objects of not only national concern but also of a global concern both for their preservation and conservation.

May I, Mr. Chairman, without much exaggeration say that natural and cultural environments of the valley offer an ideal setting for the deliberations of the workshop. I also understand that deliberations will be combined with visits to some nearby community which will further provide an opportunity for gaining a cursory glance of our rural life. Apart from this, such field visits help strengthen our deliberations and lead us to finding down-to-earth, pragmatic solution to some of our problems of common concern.

Mr. Chairman,

Nepal has come to realize that approach of raising production alone does not ensure the benefits of development to be percolated down automatically to the lowest strata of the population. Even after several years of developmental efforts in Nepal as of course in several other countries across the world the hard core weaker section of the population is still either unserved or underseved in many respects. They even until today find hard to earn two square meals a day, many of them are still without shelter, children of such hard core group are the ones who suffer most from ignorance and disease. As a result of these concerns for the population falling below poverty line, His Majesty the King has given the nation a mandate for fulfilling the basic needs of the population within a time frame that is by the year 2000 AD. Following this, six components such as food, clothing, shelter, health, education and security have been identified as basic needs of the population and a plan to that effect has been formulated and put into operation. It is, therefore, quite satisfying to us that education particularly the basic education has been accorded a rightful place in the overall approach to development. This, in turn, undoubtedly has imposed upon us a challenging task to gear education in a way to enable it to play its expected role so that it really becomes a catalytic for accelerating the pace of development and for raising the living conditions of the poorer section of the society.

Nepal has made impressive gains in terms of expanding access to the children of the primary school age. The gross enrollment over a decade and a half has almost doubled to 86 percent. The phenomenal growth in enrollment has however concomitant problems such as high drop out and repetition rates particularly in the early (first two) grades of the primary cycle. Further, though gross enrollment rate has reached around 86 percent, the net enrollment is estimated to be a little over 60 percent. Added to this is the fact that only 36 percent of the population above the age of 6 is estimated to be literate in Nepal. This shows there is quite a sizable section of the population both at the school age level and at adult level who need some form of basic education. This, therefore, poses us a challenge. Non formal education strategy has therefore a great potential in combating this enormous problem of non schooling and illiteracy.

May I recall, Mr. Chairman, that recognizing illiteracy as one of the main obstacles to the expansion of primary education and to the realization of developmental objectives, we in Nepal had designed, formulated and then implemented a campaign for the eradication of the illiteracy however on a pilot scale. The experience hitherto gained have

been quite satisfying to us. Encouraged by their outcomes, we are now replicating the campaign this year to a place which has altogether a different context culturally, socially and economically.

Here we now see, Mr. Chairman, the great relevance of the theme of the workshop in the context of Nepal and I believe it is very much so in countries participating in this workshop. The materials for follow up literacy classes that will be discussed and prepared jointly by the participants will be interesting, useful and practical for the neo-literates. May I recall, Mr. Chairman, that Ministry of Education and Culture has produced very interesting and useful materials on literacy and in fact these materials had won some years ago the Unesco award in the region. Nevertheless the materials have to keep abreast of the time and development priorities and therefore need consistent updating and refining to meet the demands of the changing society. Though we have some useful materials for literacy classes we have little of the follow up materials for neo-literates. We are in the process of developing them and therefore the outcome of this workshop will be of great interest to us.

The female participation at all levels of education in Nepal is lagging far behind than that of their male counterparts. At primary level, girls enrollment is only about a third of the total enrollment. This proportion is even less at other levels of education. Of every 100 females only 18 are literate whereas in respect of every 100 males 52 are literate. Of every 100 primary teachers only 10 are females. All this reflects a great imbalance in the educational participation of the two groups. It is difficult to believe that developmental efforts can bear desired results and achieve stated objectives with this inequitable distribution of educational opportunities. It does not however mean that no special efforts have been made to alter the situation. With the implementation of the basic needs programmes several new initiatives and measures have been undertaken both in formal and non formal sectors of education. We are hopeful that with implementation of these the trend will reverse gradually in favour of girls and women in the coming years. However what I intend to emphasize that the focus of the workshop accords well with the priority in our efforts for women's education. I, therefore, wish to reiterate that the deliberations of the workshop will further strengthen our national efforts for the promotion of girls and women education.

May I close, Mr. Chairman by expressing again my words of appreciation for the initiatives taken and contribution made by ACCU Tokyo to the cause of eradication of illiteracy by focusing on two elements, women and literacy which are so critical for accelerating the face of development. Finally I would like to wish the distinguished participants a pleasant stay and exiting deliberations that follow in the days ahead.

Thank you all. Thank you very much.

Address by Mr. T.M. Sakya
Executive Secretary, APPEAL Task Force Unesco PROAP

Honourable Asst. Minister for Education & Culture,
Dr. Belbase, Member Planning Commission,
Mr. Thapa, Secretary Ministry of Education & Culture,
Dr. Upadhyay, Mr. Sasaoka, distinguished participants,
Ladies and gentlemen,

It is a great pleasure and privilege for me to have this opportunity to represent the Director General of Unesco in this inauguration session of the Seventh Regional Workshop on the preparation of Literacy Follow-up Materials in Asia & the Pacific held in this beautiful Patan city of Nepal.

First of all I would like to extend hearty welcome on behalf of Unesco to all the participants, observes and the resource persons. I would also like to take this opportunity to express thanks to His Majesty's Govt. of Nepal for hosting the workshop and to ACCU for organizing the workshop in collaboration with Unesco in Nepal.

Asia & the Pacific Region has three fourth of world's illiterate population. Therefore at the request of the Member States Unesco has been endeavoring to eradicate illiterates in the region.

In 1960 Unesco launched a regional plan called Karachi Plan to provide free and compulsory primary education by 1980, but the target could not achieved due to population growth and dropouts in the primary schools. Therefore the Fifth Regional Conference of Ministers of Education & Those Responsible for Economic Planning in Asia and the Pacific held in 1985 recommended to Unesco to launch "Asia-Pacific Programme of Education for All" (APPEAL).

APPEAL was launched in February 1987 as authorized by the 23rd session of the Unesco general conference.

In the promotion of literacy and post literacy programme lack of learning materials has been a great problem. Earlier Unesco Principal Regional Office for Asia and the Pacific itself was trying to promote learning materials for the illiterates and neo-literates, but since 1980 Asian Cultural Center for Unesco (ACCU) has very kindly agreed to join with Unesco in the development of learning materials.

Since then ACCU and Unesco/PROAP have been working very closely to develop learning materials including organization of training programmes and development of prototype learning materials for neo-

literate in Asia and the Pacific.

The Regional Workshop is one of them. This is the Seventh Workshop in the series. Every year the workshop is becoming more systematic and innovative.

This has not only trained the materials developers, writers, illustrators and producers of neo-literate materials, they have generated a large number of very attractive, interesting and useful learning materials.

At the same time Unesco/PROAP is trying to develop total process of literacy and non formal education under APPEAL. The development and implementation of "APPEAL Training Materials for Literacy Personnel" (ATLP) is the example this attempt.

Unesco/PROAP and ACCU are working closely to link AJP and ATLP. We will utilize this Seventh Workshop to link AJP and ATLP more closely.

This particular workshop is being held in a very important time. Next year 1990 is the International Literacy Year (ILY) and the year when the world conference on Education for All: Meeting Basic Learning Needs will be held in Thailand in 1990.

The ILY and the world conference underscores following facts.

1) Basic education is the fundamental requirement for the development of common people and the nation.

2) This should be given priority by the government and the people.

3) It is a massive task for which all the national and international organizations should work together. It is not only education for all, it must be all for education.

4) It should be integrated and participator.

As in the earlier workshops, Nepal should share its experiences especially in the development of learning materials with other participants. In the workshop held in 1987, the participants from other countries have appreciated Nepal's materials. This time also I am sure Nepal's materials will be appreciated. But we must remember that many other countries have also developed very good materials. Therefore in this workshop every one can learn from each other.

I hope this workshop will be able to make concrete contribution in the eradication of illiteracy and promotion of basic education as preparatory of International Literacy Year (ILY) and World Conference on Education for All (WCEL).

Thank you.

Address by Mr. Taichi Sasaoka
Executive Director, ACCU

Yopur Excellency Mr. K. P. Adhikary, Assistant Minister of Education and Culture

Your Excellency Dr. L. N. Belbabe, Member of National Planning Commission

Mr. R. J. Thapa, Acting Secretary, Ministry of Education and Culture

Mr. I. P. Upadhyay, Additional Secretary, Ministry of Education and Culture

Mr. D. B. Shrestha, Under Secretary, Ministry of Education and Culture

Mr. T. M. Shakya, Educational Advisor, Unesco Principal Regional Office for Asia and the Pacific

Distinguished guests and participants,

Ladies and Gentlemen,

It is my utmost pleasure to express a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, held in this beautiful country of Nepal.

First of all, I would like to express my deep appreciation to all the distinguished participants, resource persons and observers who have come all the way from both outside and inland of Nepal for this workshop.

I would also like to express our heartfelt appreciation to the Ministry of Education and Culture of Nepal, the Nepal National Commission for Unesco and all the other people concerned for their most generous and thoughtful arrangements for joint organization of this Workshop.

Our further appreciation goes to Unesco for its invaluable technical and financial assistance. We are especially grateful to Mr. T. M. Sakya, Education Advisor at the Unesco Principal Regional Office for Asia and the Pacific, who kindly managed to attend this Workshop in spite of his very tight schedule.

The eradication of illiteracy is one of the most important tasks in this century in order that humankind may enjoy fruitful life and culture. It is especially urgent in the Asian/Pacific region where holds an enormous rural population. On this point, it is highly esteemed that Unesco launched APPEAL programme in 1987 and that the United Nations proclaimed 1990 as the International Literacy Year inviting Unesco as a leading organization. Taking

this opportunity, I am pleased to inform you here that, in commemoration of this International Literacy Year, ACCU is now producing a picture book for children not only in Asia and the Pacific but also in all over the world upon request from Unesco.

The Asian Culture Centre for Unesco, known as ACCU, has been carrying out various joint programmes in Asian/Pacific in the fields of literacy, book development and culture in line with Unesco's principles. Among those, the literacy programme has become one of the highest priority in recent years.

The literacy programmes of ACCU is executed in collaboration with Unesco Member States in Asia and the Pacific and Unesco. There are three projects in our literacy programmes. One is organization of Regional Workshops for training of experts in developing neo-literate materials. One is despatch of teams of experts on literacy materials to National Workshops organized by the respective countries to support their personnel training in this field. And the last but important one is joint production of prototype neo-literate materials to be of good reference in Asian/Pacific countries.

The characteristic point of the Regional Workshop is that, besides discussing the problems in common in the region, the participants experience the actual production of the neo-literate materials relevant to the needs of the nearby villages. The main objective of this workshop is put on the development of neo-literate materials especially for women in rural area. It is quite obvious that women plays really important role for improving everyday living therefore, once literacy materials of good quality for women are developed, they will greatly contribute for the eradication of illiteracy.

Fortunately enough, I understand that Nepal has rich experience and attained notable achievement in this field, which will give us many valuable suggestions and guidance throughout the workshop. I believe that the profound knowledge and experience of the participants would develop the excellent materials for neo-literates with special reference to women.

Further to those, we have participants from Malaysia, where the last Regional Workshop was held and also from Pakistan where the last National Workshop was held. Their experience would also be introduced and shared in the workshop.

Please allow me to assure you that four staff members of ACCU would do our very best for the success of this workshop under the collaboration of staff members of the Ministry of Education and Culture of Nepal and other people concerned.

In closing my address, may I wish a success of the workshop to be carried out with kind co-operation of the participants and guidance of Mr. Sakya.

Thank you very much.

Asian Cultural Centre for Unesco, Tokyo 1989